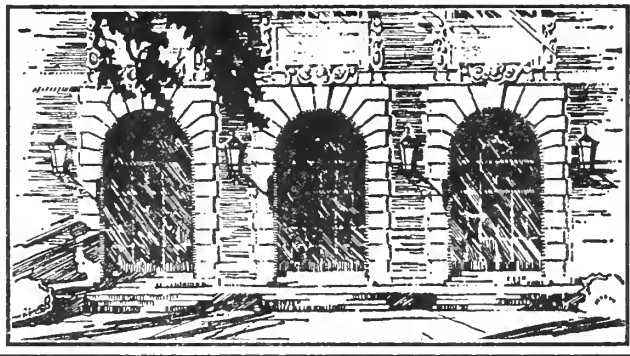


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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HUMANENESS AND HOME ECONOMICS IN THE SECONDARY SCHOOL

NUTRITION EDUCATION FOR INCREASED HUMANENESS

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Vol. XVI, No. 1, September-October. 1972. Published five times each year.
Subscriptions \$5 per year. Single copies \$1. Special \$3 rate for student
subscriptions when ordered by teacher educator on forms available from
ILLINOIS TEACHER office. This policy has been clarified so that both
undergraduate and graduate students are eligible for the special student
rate.

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FOREWORD

In our theme for this volume of the ILLINOIS TEACHER, Humaneness and Home Economics in the Secondary School, we are attempting to combine two ideas. One thrust will be on ways to make our home economics classes (courses, clubs etc.) more humane, and the second will be ways to make the high school, or junior high, more humane through home economics.

We shall look at things as they are and attempt to capitalize upon our strengths and to seek ways to improve where we need improvement, to go forward, but not to lament that we can't return to the "good old days" when all girls needed to cook and sew and all boys "looked like he-men". We recognize that values are changing, but we want to look for the strengths in the new ways and to avoid condemning all that is different from the new ways, now old, which we developed in our youth.

In each issue we shall emphasize some aspect of the broad field of home economics. We shall try to take a look at career selection, the dual (or multiple) roles we all must fill today. The quality of life especially as it relates to consumer education; health and nutrition; families and children, and our near environment. And, of course, we shall, throughout, be thinking of curriculum: How do we decide what to teach and how to teach it?

This is a big order! We are not going to try to play God, for we know that we do not have all the needed answers. Our hope is that we can raise some of the needed questions. We hope, too, that you will respond with some answers, some additional questions, and some dialogue about the questions we raise. We want to hear from you.

Note to Readers Regarding Change in Issues per Volume of ILLINOIS TEACHER

We have tried from the beginning of the ILLINOIS TEACHER to publish issues of at least 48 pages. This year we plan to increase the pages per issue and decrease the number of issues from six to five. The journal will still be bi-monthly during the academic year but will have no summer issue. This will enable us to avoid raising the subscription price as costs of publication increase since mailing costs can be reduced. Hence our schedule will be:

- No. 1 September-October
- No. 2 November-December
- No. 3 January-February
- No. 4 March-April
- No. 5 May-June

We hope this change will meet with readers' approval and avoid problems of delivering a summer issue when addresses are changing and many subscribers are on vacation.

Hazel Taylor Spitze
Editor

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ANNOUNCEMENT

At the IVHETA conference in August, drawings were held in the ILLINOIS TEACHER booth for free subscriptions for 1972/73. The two winners were:

Mrs. G. Facen Keep
6936 South Chappel Avenue
Chicago, IL 60649

Gloria Foley
Lovington, IL 61937

Winners of the drawing for free copies of *The Calorie Game* and *The Nutrition Game* by Hazel Taylor Spitze were:

Lois Winkler
Dieterich High School
Dieterich, IL 62424

Judy Haines
701 5th Avenue, #5
Sterling, IL 61081

These games are now available from:

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P.O. Box 331
Urbana, IL 61801

Price postpaid is \$9.95 each, or one of each for \$18.75. Write for brochure.

NUTRITION EDUCATION AND HUMANENESS

Hazel Taylor Spitze

In this first issue our focus will again be on nutrition education. I spent six weeks of the past summer conducting workshops in this area--4 weeks at the University of Illinois and 2 weeks at the University of Wyoming. Much of this issue will be a sharing of what happened in those workshops. Good ideas and effective teaching techniques should not, we believe, be kept under a bushel. Our workshops included people in many kinds of positions--Extension Specialists, 4-H leaders, Headstart personnel, nurses, elementary teachers, a dietitian, a special education teacher, college teachers, a home economist in business, and home economics teachers in junior and senior high school.

Schedules

One question we need to raise is: How can nutrition and foods activities help humanize the school? I think, first, of some schedules that are designed for administrative convenience rather than the needs of "kids." One teacher told me that her school had a split schedule in which one group of students were in class constantly from 11 a.m. to 5 p.m. Needless to say, they were hungry and restless, and their learning was hampered. Even if they had not slept late and hurried to school without breakfast, they needed a break and they needed food. Many stuffed their pockets, but punishment followed any attempt to assuage their hunger, and when they were not "caught," they assuaged it mainly with empty calories. Ironically, the teachers were not expected to go from 11 to 5 without a break, and the administrators enjoyed their usual lunch hour or hours!

Is this dehumanizing? Are those in authority using their positions to help students develop to their full potential as a human being? Or are they "running the school" as they would run a business, or an industry, or a prison?

School Lunch Program

What about the lunch program or school cafeteria? Is eating there a humanizing experience? Is the food palatable, nutritious, and attractively served? Are the students given enough *time* to eat? Can they visit and enjoy relaxing while they eat? Do *teachers* consider it a privilege to eat there?

If the answer to any of these questions is *No*, whose responsibility is it to rectify the situation? Who makes the decisions? If there is no committee to do so, one should be organized. The decision makers should, in my judgment, include students, teachers, administrators, cafeteria personnel, and perhaps the school nurse, social worker or guidance counselor, and parent representatives. The home economics

teacher could play an important role in serving on this committee or in organizing it.

The Handy Machines

This committee could address itself to other questions besides the school lunch. Is there a breakfast program? What is available to the students in the handy machines? If students are thirsty and hungry and the only things available are pop and candy, that is, of course, what they will have. But if there is also a milk machine and a machine with apples, peanuts, raisins, and bananas, or hot cocoa and soup, their habits might be quite different. Since the proportion of our diet being consumed as between-meal (or instead-of-a-meal) snacks is steadily increasing, attention given to the content of vending machines could help develop habits of better nutrition.

Punishment for Eating?

There is another matter regarding "school nutrition" which I wonder about, too. Why do we always feel that we must punish students for eating? Why not recognize that they are hungry and encourage between-class snacks that are nourishing? Could the FHA promote such a change, perhaps by setting up a booth in the hall and selling only nutritious items. They might even develop a special "FHA cooky" that "helps meet RDAs while tasting divine."

One project in which teacher education undergraduates are working in an inner city school involves making low cost, low calorie snacks available to students before school, during breaks, and after school. The foods will be free at least at first, and the hope is that new habits can be established to break the coke-and-candy-bar syndrome.

Nutrition Throughout the School

Does anyone ever sell nutritious foods at school activities, such as ball games and parties?

Is there any attempt to teach the nutritive value of foods via posters and displays in hall or cafeteria, articles in the school paper, surveys of student eating habits? Could it help to display the fifty Comparison Cards of the National Dairy Council in the lunchroom? "The more color on the card, the more nourishing the food" is an easy concept to understand.

Do coaches know enough nutrition to avoid faddism with the boys? Do biology and chemistry teachers relate food to their subjects? Do health and PE teachers lead their students to improved nutrition?

The home economics teacher may provide the leadership for many changes in regard to foods and nutrition which can help humanize the

school. She may be the staff member to whom others look for knowledge in this area.

Nutrition in Home Economics

What can be done within the Home Economics Department itself? We often have students in home economics classes, sometimes a preponderance of them, who have special needs for humanization because they have been dehumanized for so many years by failure experiences and "put-downs." How can we help each one to feel wanted, important, and self-confident enough to develop his or her own potential?

We need to individualize instruction, not just by handing them all a programmed learning booklet and sending them to a desk or carrel to proceed at their own pace, but by encouraging each to work, alone or in small groups, on projects which enable them to use their special talents and follow their special interests, and then to share these with the entire class. In this way all can study the same general subject area, e.g., nutrition, but each can gain recognition and self-esteem by contributing in his own special way. If one can pantomime or dance, another can cartoon or paint, another can cook or sing and another can write or lead discussion, all can focus on nutrition and share. The result will surely be more learning of nutrition than the same amount of time devoted to "covering the material" by all reading the same text, reciting in class, and taking an examination.

In the same class with the so-called "disadvantaged" we may have very able students, from affluent families, whose main goal is to get into a suitable college. They have special needs, too. Sometimes they are as disadvantaged as the others but for different reasons. They also need individualized instruction and, fortunately, the same techniques can be used.

Sometimes we fail to recognize that affluence does not mean high academic ability nor does poverty mean low ability. Individualizing learning opportunities, with frequently changing small groups within a class, can enable students of all socioeconomic levels to find and work with their intellectual peers and also to learn how to interact with those of more or lesser intellectual ability. These can be humanizing experiences.

We think that poor health can be dehumanizing, and we know that good nutritional status is one factor in attaining optimum health. Hence, our teaching of nutrition and our help in establishing eating habits which improve health can be humanizing.

We think that enjoyment of learning can be humanizing, too. Hence, our choice of content and teaching techniques which students enjoy, and see meaning in, can lead to positive attitudes toward learning and to greater humaneness.

Is it humanizing to know that we are able to hold a job that keeps us from being dependent upon someone else or on society? There are many

possibilities in the teaching of nutrition and foods which relate to employability. Many jobs require knowledge and skills in these areas. Knowing that one is healthy enough to hold a job can affect one's confidence in applying for it. Nutritional status affects one's ability to get along with other people, and this is certainly an important factor in employability. Absenteeism, which depends partly on nutrition, affects promotions and rates of pay in some situations. Accident and productivity rates also are affected by nutritional status and its effect on general health.

Where do we get our *objectives* for teaching? And how do we decide *what* to teach? The answers to these questions can indicate the humane quality, or lack of it, in our teaching. Do we know our students and base our objectives on their needs? Do we involve them in setting objectives? Do we choose that content which is necessary to meet these objectives--whether it is in the school's curriculum guide or not?

We hope in this issue, and in later issues of this volume of the ILLINOIS TEACHER to stimulate greater interest in some of these areas and to offer some help in humanizing education through sharing ideas among teachers and other interested persons. Again, we invite your reactions and comments.

The Summer Workshops in Nutrition Education

In the workshops, from which most of the material in this issue is derived, we tried to demonstrate the humaneness we advocated for the schools. Attempts were made to get everyone acquainted and to allow time for sharing of ideas. Students chose their own readings and their own projects. Cooperation rather than competition was stressed, and grades were ignored as much as possible. Students participated in deciding how to spend class time and in evaluating themselves. Recognition was given for all kinds of contributions. We also tried to make it personal in the sense that what we learned, and did, had personal meaning and usefulness.

In the beginning we weighed ourselves and calculated our own caloric need, using the formula in Martin's *Nutrition Education in Action*, 3rd ed., p. 95. Then we filled out a "Foods I Ate Today" chart (see *Illinois Teacher*, Vol. XIII, No. 5, p. 241) and analyzed our own diet for one day for energy and eight other nutrients, using the "% charts" from the University of Illinois ITT-HE materials. (Order blank available from *Illinois Teacher* office.) We discussed the nutritional problems we have observed in our students, our friends, and ourselves, and we tried to focus our study and our projects to help solve these problems.

We used Martin as a principal reference and we had self-administered quizzes based on that text to guide us in our study. We had an occasional lecture on nutrition by our consultant, Dr. Esther Brown, and many question-and-answer sessions in which she enlightened us in regard to problems we encountered.



Pamela Block, on behalf of the Illinois workshop, presents to Dr. Brown a certificate of appreciation for a consulting job well done.

We each chose a nutrient to specialize in and a way to share our increased knowledge of it after considerable study.

We introduced Self-Teaching Kits (from ITT-HE), and some workshoppers created some for use in their own teaching situation. We had video tapes, films, and laboratory time.

We had "tasting with a purpose" sessions in which we shared some of our super-nutritious recipes, e.g., breakfast items to tempt the non-breakfast eaters. Other tasting sessions stressed low calorie lunch items, snacks high in iron, etc.



We played games, e.g., *The Nutrition Game* and *The Calorie Game* (see Foreword, page iv) and we created some games of our own. We also developed some criteria by which we can judge games for educational purposes. (See *Choosing Techniques for Teaching and Learning*, by Hazel Taylor Spitze, from Home Economics Education Association, 1201 16th Street, NW, Washington D.C. 20036, \$2.50, p. 20.)

We used our "Cost Sheets" (see pp. 46-50) and "% Charts" (available from *Illinois Teacher* office for \$1.00) to show how discovery techniques could be utilized to teach principles. We wrote questions at different cognitive levels to use in review and testing as well as in instructional games. We shared materials for youth and adults who read at elementary levels and discussed the literacy problem in high school and adult education. We analyzed fad diets and tried to find some ways to explain their fallacies to the layman.



Dorothy Shiley and Pamela Block analyze a fad diet and share findings with workshop.

We introduced simulations (from ITT-HE, *Illinois Teachers* and previous experience) and we created some new ones. We made "visual aids that teach without a teacher," and we used cartoons and short quizzes as "interest-getters."

We used class time to react to each other's "creations" and both reactors and creators benefited.

On the final day we spent part of the morning nourishing our bodies at a pancake house where the final examination was administered. It was fairly brief: Select from the house menu the 3 most nutritious breakfasts, tell why you chose them and what nutrients are likely to be missing. Needless to remark, no one's grade was lowered by her performance on the exam, but some did decide that they could use the technique in their own teaching.

Nutrition Content That Recognizes Humaneness

There is a *logical* order in the science of nutrition, as in any

other discipline or field of study, and there is a *psychological* order. Scholars and textbooks, and most college courses, follow the logical order, and there are reasons why they should. But there are equally cogent reasons why most of us in secondary and adult education should follow the psychological order.

Instead of stressing the amassed facts in a specific sequence and memorizing classification systems that the scientists use to order the knowledge and communicate with each other, we can reach our students better by relating some part of the science to their particular needs, interests, problems, and life styles. This may be one part of the science for one student and another part for another--at the same time. Since we often have large classes and we cannot tutor each individual, we have to find new ways to teach, new resources, new equipment.

If students feel that we are teaching nutrition to them because we care about them and we want to help them to improve their health, they will feel human--and see us as human. If they feel that we are "cramming information into them" because the curriculum guide said a "unit in nutrition" was expected, they may feel like animals being herded into the corral or machines being programmed.

What then shall we teach? The themes for our course in nutrition (and we may have to curtail the "cooking and sewing" time in order to have enough weeks to teach it) can be found in the conceptual framework of nutrition enunciated by the Interagency Committee on Nutrition Education (and quoted in *Illinois Teacher*, Vol. XIV, No. 1, pp. 4-5).

With this theme, however, many variations are possible. We need to approach the study in ways that will extend our own knowledge as well as the students' and that will help us all solve our personal problems. Do we need to lose some weight? Can we analyze the fad diets and plan one that works? In doing so we are bound to encounter some of the basic concepts, such as *diet affects health* and *foods vary in their nutrient value*.

Is someone inquiring about a macrobiotic diet, or having to live with diabetes, or wondering what to do about a skin problem? We do not presume to be physicians, and we do advise students to see physicians as needed, but we can use these interests as "lead-ins" for a study of nutrition.

Do athletes need special diets? What food will the backpacking group need? Is constant fatigue a sign of anemia? All kinds of questions arise which have a relation to nutrition. If they do not arise spontaneously and often, teachers can stimulate them with bulletin boards, tape recordings of TV ads (for Geritol, for example!), clippings from the newspaper, and questions of her own.

One interest leads to another and as interests are shared, the students learn. They see nutrition as a useful area of study, not a boring interlude they have to endure before they can start cooking. They will be willing to learn more nutrition *while* they are cooking, and they will relate nutrition to consumer education if they are led

to see that a large percentage of the family income goes for food and that intelligent choices in the market basket must be based on a knowledge of nutrition.

Again, what shall we teach? Have we answered the question or avoided it? Let us teach what the students wish to learn but use their present wishes as springboards to wider interests, relating all to the science of nutrition. We must be *accurate* as well as *relevant*. If we do not have the needed background, we acquire it as we teach. We use printed and human resources for ourselves and our students. (Some of the printed ones are listed in a bibliography in *Illinois Teacher*, Vol. XIV, No. 1, pp. 45-46.)

Students usually watch us to see if we "practice what we preach." If we practice good nutrition, we can gain some insight as to what principles to teach, because they are the same knowledge we need to take care of our own health. That is one way to be relevant.

Techniques That Humanize

After we have determined the objectives for teaching and learning and have chosen the content needed to reach, or progress toward, those objectives, we face the problem of selecting techniques that maximize effectiveness.

Nutrition education is carried on in many places besides the school. We teach at home, and we may teach others how to teach at home. We may teach in a church group, in a neighborhood group, with our friends over coffee, or even in the grocery store.

In our workshop, one "assignment" was to teach someone something about nutrition over the weekend and share with the group the following week. One reported playing nutrition games as a "family night" activity with her husband and four children. Later she told us that all members of the family had begun to ask questions about nutrition as a result of that evening.

Another workshopper shared the National Dairy Council Comparison Cards with her children, and they "discovered" the value of yellow and green leafy vegetables which no one in the family enjoyed very much. As a result they began planning together how they could make these vegetables more palatable and include them more often in their meals.

Still another reported an interesting experience in a grocery store when she put some collards in her market basket and an elderly black lady tapped her on the shoulder to ask if she knew what she had gotten. This gave her a chance to tell the lady what she had learned in the workshop about the nutrition value of collards and also created a bit of a bond where none had existed before, since they found that they both shared a liking for collard greens.

Three workshopppers enjoyed a morning sharing their knowledge of nutrition in creative ways with a group of church women who responded

eagerly to their games and visual aids and who asked a number of questions relating nutrition to their own families.

Another found that one of her friends had been misled by a health faddist and had an interesting time trying to explain to her why the faddist claims are at odds with the science of nutrition.

Others shared their learning from the workshop with friends in the dormitory, and another who is a nurse counseled with a girl on a hypoglycemic diet. One talked with a woman whose grandchild was a laundry starch eater, and another taught her fiance the value of calcium and Vitamin C in his diet.

These are all examples of how students will share their nutrition knowledge when they get excited about it. We often learn most when we try to teach; hence, the assignment to "teach someone something." Stress must be placed, of course, on imparting *accurate* information and on where to obtain dependable information when our teaching stimulates learners to ask questions beyond our present knowledge.

What kinds of teaching techniques humanize and what kinds dehumanize? One beautiful example of a humanizing technique came in the Illinois workshop on the final day when Jane Shouse asked permission to read a little "piece" she had prepared. In it she paid tribute to each of her fellow workshopppers for their special and unique contributions to her learning, and I am sure each one felt more human and more able to continue developing her potential because of this recognition. Teachers in secondary classes can do this, too, and they can encourage students to give recognition to each other rather than the more common cut throat competition.

Discovery techniques are humanizing, too, because they give students the opportunity to experience the joy of success and personal achievement. Contrast the feelings and motivation of two groups of students learning about the famous "Basic Four." One group is *told* that they *should* eat the specified number of servings of the Basic Four food groups each day. Another group (according to a suggestion by Fran DeMaris of the Illinois workshop) enters the room to find a large and carefully selected number of the National Dairy Council Comparison Cards displayed with the name of each food concealed. They are asked to make five groups of the cards, trying to place those of similar nutritive value together. Very likely they would categorize them according to the usual milk, meat, vegetable-fruit, and bread-cereal groups with a fifth for those that did not fit in these four. Then the names of the foods could be revealed and the students congratulated for having done what scientists have done in making their recommendations and discussion could follow. Students could discover the answers to such questions as: Why do nutritionists recommend two servings of the meat-egg-legume group? Would more be needed if no bread and cereal is eaten? Can an extra serving of meat replace a glass or two of milk? What nutrients are most likely to be short if one eats no fruits and vegetables? Etc.

Will this second group of students feel more fully human (and accept the teacher as human) than the first group? Why is it dehumanizing to prescribe other people's behavior for them?

How does the examination rate as a humanizing experience? For a few it will be a success experience and propel them on to greater effort. For many it will be one more failure as well as an experience they see as unrelated to life. When all students are required to do the same thing and are ranked according to one kind of achievement, only a few can experience success. When all do different things and share with each other, all can have feelings of recognition and achievement; hence, the need for individualized instruction.

In future issues of this volume we shall try to suggest other factors which play a part in our choice of techniques that humanize. In most of the remainder of this issue we shall share ideas from the workshoppers which we, and they, hope will help you humanize your teaching and increase your enjoyment of and effectiveness in nutrition education.

FASHIONS IN NUTRITION

Esther L. Brown, Ph.D.
Associate Professor, Nutrition
Department of Home Economics
University of Illinois

"Food preferences are based upon certain irrational factors."

"Food has emotional value rather than intellectual value to the average person."

These statements by Dr. D. B. Jelliffe, former Director of the Caribbean Food and Nutrition Institute, and Dr. F. J. Stare of the Department of Nutrition, Harvard School of Public Health, are typical of the understandings nutritionists have of the nonrational aspects of diet choice.

Why do we have fads and fashions in nutrition? How can a nutritionist or a home economics teacher help a person understand the difference between the science of nutrition and the faddism sometimes associated with it? We need knowledge, of course, or conceptual understanding, with concept being defined as an interpretation of an event by an individual. The following questions and comments are designed to help you to help your students distinguish between fact and myth in nutrition.

Do you know your students' food preferences or attitudes? If not, it could be revealing to you and to them to find out. An instrument such as the one shown on page 12 could be used.

Together, then, you could discuss questions such as:

Why don't you eat certain foods?
Why don't you like certain foods?
Why do you like other foods?
What or who has influenced your eating habits? Parent?
Sibling? An aunt or uncle? One of your friends?
Something you saw on TV or heard on the radio?
Something you read? Something your physician or
dentist said? An allergy? Your weight? A sample
at the grocery store? A coupon from some publica-
tion or your daily mail? Your home economics teacher?
Ralph Nader? Your 4-H leader, or minister, or Sunday
school teacher? Family income? The opportunity
you've had to cook at home? Where the family buys
groceries?

Another way in which eating habits might be discussed are such questions as: What influence does mother's knowledge of food and nutrition have? What influence does mother's experience with food have? What source or sources does your family use for information about the nutritive value of foods? How often does your mother serve

From:

School of Home Economics
University of Minnesota
St. Paul, Minnesota 55101

Food Consumption Behavior of Children

FOOD ATTITUDE QUESTIONNAIRE

File No. _____

Date _____

FIRST: PLACE A CHECK IN THE COLUMN WHICH MOST DESCRIBES YOUR ATTITUDE TOWARD THE PARTICULAR FOOD LISTED.
SECOND: FOR EACH FOOD YOU DO NOT LIKE, WRITE IN COLUMN H, WHY YOU DO NOT LIKE IT.

A	B	C	D	E	F	G	H
	I do not remember having eaten it (0)	I like it very much and always eat it (5)	I like it fairly well and will eat it (4)	I neither like nor dislike it and will sometimes eat it (3)	I do not like it, but will eat it (2)	I do not like it and will not eat it (1)	I do not like this food because
Fruit or Vegetable							
Creamed Carrots							
Frozen strawberries							
Oranges							
Raw spinach (in salad)							
Buttered broccoli							
Buttered cauliflower							
Dried peaches							
Tomato juice							

certain fruits? Certain vegetables? Certain meats? Why? What is the policy in your home about clean plates at mealtime? If you refuse to eat some food served, what happens? What responsibilities do you have at home relating to food buying, preparation or serving? What meals does your family eat together? Who skips meals? Which ones? Do you believe that eating certain foods (such as honey and vinegar or yoghurt or wheat germ) bring special health benefits? Do you eat foods because they are good for you? Do you take vitamin-mineral capsules? If so, how often? Who gives them to you? Why? Do you believe that any food has magical nutritional properties or that the way in which it is grown adds magical nutritional properties to the food?

The possible avenues of study for each student are broad and varied. Information learned can be shared with the rest of the class. Other possibilities include eating-out food habits, convenience foods, food substitutes, food flavors and tastes of today, processing of food, nutritional labeling, vegetarian diets. If you can help students to see how the foods bought and eaten fit into their nutrient needs, you will be helping them to apply nutrition knowledge to their needs. And they will be better able to sort fact from fiction.

In their new book, *Nutrition, Behavior, and Change*, Giff, Washbon, and Harrison make this statement: "Food has power to affect us because of the many symbolic meanings assigned to it and the importance of those meanings to us. One reason for their importance is that the symbolic meanings are encountered so frequently . . . several times daily. All our past experiences have acculturated us to think of food in this way. . . . Symbols become a part of us. Other desires will be sacrificed in order to satisfy this particular need."

An important responsibility of teachers is to provide sufficient scientifically accurate information in the form of texts, audio-visuals, other references of all types and depths so that the teacher and the students can correct faulty information, misguided ideas, false impressions, erroneous beliefs, myths, etc., brought into the classroom. This may prevent later vulnerability to the promises of the food faddist. New information and observations are built on old information and observations. If the old is a solid foundation of fact, the new can be evaluated more adequately.

As teachers we must try to understand our students and what foods mean to them so that we grasp something of the different fashions in nutrition practiced by the students in the classroom. If part of wisdom is to avoid illusions, the other part is to assist students to learn how to select a course of action by means of the best interpretation possible of a sufficient and efficient supply of fact. We can help students to question and analyze their food preferences and attitudes, to deal with new information, to analyze, evaluate, and integrate new knowledge into their overall system of facts. We can guide them and provide them with as firm a grasp of the subject as possible in order to go further on their own the rest of their lives.

Dr. Helen D. Ullrich, in her editorial in the Summer 1972 issue of the *Journal of Nutrition Education*, stated it so well when she said,

"Facts about nutrition change behavior when those facts have some meaning for the individual and relate to his needs. Nutrition education can save lives, perhaps not as quickly nor as dramatically as a cure for drug addiction, but good food habits mean optimal nutritional health throughout life."

SIMULATIONS IN NUTRITION EDUCATION

As a working definition we have called a simulation a pretense of an actual life situation directed toward an educational objective.

Several members of both workshops suggested workable simulations for various purposes. Some of these will be summarized below.

FOR LACK OF NIACIN (a soap opera simulation with commercials)

Dorothy Shiley

Facts about niacin included in the script:

1. Severe lack of niacin creates problems in the nervous system characterized by disorientation and confusion, anxiety, fear, hallucinations, occasional delirium, and paranoia, mania or depression.
2. Severe lack of niacin also affects the mouth; there may be swollen tongue, soreness, and underside of tongue may be ulcerated.
3. Severe lack of niacin causes gastrointestinal upset, indeterminate burning sensations, gaseous distention, and severe diarrhea.
4. All of these above symptoms indicate pellagra, a niacin deficiency disease, which after treatment in a hospital disappears and will not recur if a niacin deficiency does not recur.
5. Foods which help meet the niacin RDA for each individual include liver, lean meat, poultry, fish, whole grain and enriched cereals and breads, dried peas and beans, nuts and peanut butter.



Actresses in
"For Lack of Niacin"

Script for simulated TV program:

Announcer: We are happy to bring you another episode of "For Lack of Niacin," a story of the poor, depressed Mary Jones, the confused little widow lady down the street who is always anxious about life in general and has hallucinations about what is going on in her neighborhood.

Today we find confused Mary Jones watering the flowers on her dining room wallpaper as the door bell rings.

Sound effects--Bong, Bong

Mary J: Now who could that be calling so early in the morning? It is only 3 p.m. I must look a fright with my rough, scaly hands and this rough scaly collar of skin around my neck. I do believe that it looks even worse since I spent some time in the sunshine yesterday. (Go to door) Well, hello, Mr. Pill, the druggist. Please come in.

Mr. Pill: You certainly look worse than usual, are you still having all those intestinal problems?

Mary: Did I tell you about my problems? It seems I just don't remember who I tell what to, when, or why any more.

Mr. Pill: Yes, my dear, confused anxious little lady. You mentioned last week that you wished I could bring you something from the drug store to stop the strange burning sensations, gaseous distention, and occasional vomiting you've had.

Mary: Well, I have something even worse now. I just feel too upset to discuss it with you. It is rather more personal. And besides my tongue is so sore and swollen I can hardly talk today.

Sound effects--Bong, Bong.

Mary: It must be time to get up. I just heard the clock ring.

Mr. Pill: No, dear, confused Mary, it is not the clock ringing, but your doorbell. I'll get it. (He goes to door) Hello there, you sweet young thing from across the street, Polly Perky. Do come in.

Mary: (frightened and upset) Don't let that woman in my house. She is vicious, mean and out to get me. Do you know that yesterday she actually threatened me with a pair of pruning shears? (Cries)

Polly: My dear Mary Jones, I certainly did not threaten you. I was merely waving to you across the hedge. (Aside to Mr. Pill) She keeps insisting I am really trying to harm her in some way.

Mr. Pill: Now, now, Mary, stop the tears and tell us what is really bothering you.

Mary: Well, it is this personal problem I've been trying to tell you about. I just spend so much time in the bathroom, I never have any time to care for my beautiful flowers in the dining room.

Polly: You mean you actually tend those wallpaper flowers in your dining room?

Mary: There she goes again making fun of me. Next thing you know she'll be chasing me around the room with the sprinkling can.

Mr. Pill: All right, girls, let's don't fight. I really think you should go see your kindly old Doctor Healthy, Mary.

Mary: I would go downtown to Doc Healthy but I'm afraid I can't find my way.

Polly: Come along Mary. I'll take you in my car.
(Exit all.)

* * *

Commercial (by Announcer) When you have a teen-age bunch
Burst in your house for a quickie lunch,
Oceanic Tuna is just what you need
To give them a protein plus niacin feed!

Where else could you find such a niacin treat?
It's very nutritious and cheaper than meat.
A nutrition surprise for your friends and your kin--
Oceanic Tuna will help them to win.

* * *

Announcer: And now Scene II opens in Doctor Healthy's office.

Doc. H. Mary you haven't been here since your husband died. What have you been doing with yourself?

Mary: Nothing much, just tending my dining room and eating corn meal mush.

Doc. H.: Why are you eating corn meal mush?

Mary: My husband never liked corn meal mush and I just love to eat it all the time now. Besides, it's easy to fix and not very expensive.

Doc. H.: Do you eat any other foods, Mary?

Mary: Well, now and then I have some beets, or cabbage. Once in awhile I buy an apple or a pear for a little sweet in my diet. What has that got to do with the miserable way I feel?

Doc. H.: I'm sure you have never heard of a disease called Pellagra, have you?

Mary: Gracious, no! That sounds like something you could catch from some kind of bug. Am I going to die??????

Doc.: Mary Jones, if you had stayed away from this office just a little longer I'm sure you would have died. This disease is sometimes called the "4 D's" disease.
Dermatitis--the scaly skin
Diarrhea--the intestinal upset
Dementia--watering the wallpaper flowers
Death--the end.

Mary: Oh, Doc. Healthy what can I do to save myself?

Doc.: We will put you in the hospital under the watchful eyes of the nurses who will give you the needed injections and a diet that will help you get well.

Mary: Then when I'm well can I go back home to my corn meal mush?

Doc.: No, Mary when you go home you must eat some other foods. Here is a list. You must eat a variety of foods every day including some of these.

Mary: (Going out door) Liver, chicken, lean beef, porkchops, salmon, tuna. Hmmm! He even has milk, peanuts, some cereals and breads, and---- (fades out).

Singing commercial (tune--Reuben, Reuben)

Oceanic Tuna I've been thinking
What a great food you must be,
With the protein you provide and
All that Niacin for me.

PRIVATE EYE DETECTIVE AGENCY

Nancy Rutledge

In this simulation of detectives looking for clues to solve a mystery, certain equipment will be needed.

Several clues typed on strips of paper and placed around the room. The more difficult clues should be easiest to find and the more obvious clues well hidden (e.g., taped to the underside of table).

Certificate for the best detective. The best detective could be the first to discover the "secret substance." The one who found the most clues could also receive recognition.

Sign for the door stating "Private Eye Detective Agency." (To add interest) Badges for the detectives could also add atmosphere.

Cards for the detectives to write their clues on.

Box

Directions to be given by the head Private Eye (teacher) to other detectives (students):

"The Private Eye Detective Agency has been hired by the Department of Good Health to look for a secret substance that affects our health."

Clues are all around the room to help you figure out what this substance is. You won't have to move anything except yourself to find these clues.

The best detectives will receive promotions plus a pay raise to good health by discovering the substance. You can get this promotion in one of two ways.

1. Find five clues and write a few key words from each on this index card. Next figure out what the secret substance is, and write your decision on the card with the clues. Write your name on the card and add the time you turned the card in (see official clock). Place your card face down in this box. After your card has been turned in, you may not have it back. The person who is the first to do this and correctly identify the substance gets the promotion.
2. Find as many clues as possible. List them in abbreviated form on these cards. The person having the most clues will receive a promotion. (The head private eye will have to check this before awarding the certificate.)

There will be NO TALKING while you are hunting for clues and deciding what the substance is.

Leave the clues where you find them. Do not touch!

After an agreed-upon time has been used for the detective work, we shall determine the winners of the promotion. Then a "staff meeting" will be held to discuss the clues that were found. In this way, everyone will hear about all the clues and hear discussion of each clue so he will learn more about the secret substance.

It is hereby certified that

Sandra Moses

has shown outstanding detective
abilities and will receive the rank

1st Lieutenant



Signed Private Eyer
Rank Captain
Date July 26, 1972



Detectives search for clues regarding the secret substance.

In the workshop the "secret substance" was Vitamin A and the clues below were used. In less sophisticated groups some of these would be omitted. Other possible clues include foods or pictures of foods, photographs of deficiencies, newspaper clippings, advertisements, etc., as appropriate. Any nutrient could be the secret substance and a committee of students could help compile and hide the clues. Accuracy, of course, is essential.

1. By 1946 a method of synthesizing this substance had been developed. By 1966 over 830 tons of synthetic substance were produced in the United States.
2. The Beta form of the precursor is used extensively in gelatin, margarine, soft drinks, cake mixes, and cereal products.
3. The biologically active form of this substance is found only in foods of animal origin.
4. Alpha-, beta-, and gamma-carotene and cryptoxanthine are precursors of this substance. From these compounds, the substance can be formed in the body of animals.
5. This substance is relatively insoluble in water. It is stable to heat, acid, and alkali but unstable to oxidation. Thus it is seldom lost to food preparation except when fat becomes rancid.
6. This substance has been positively identified as participating in at least five distinct metabolic reactions. It is a common factor in its effect on cartilage, bone, and epithelium. It is involved in all human cells in one way or another.
7. Aldehyde retinal or retinene combines with the protein opsin to form rhodopsin, the photoreceptor pigment in the special cells known as rods in the retina of the eyes.
8. An animal deprived of this substance will cease to grow once the substance reserves have been depleted.

9. A decrease in estrogen synthesis observed in a deficiency of this substance may be related to the abnormalities in reproduction.
10. This substance is essential to biochemical reactions necessary to preserve health of epithelial cells in the respiratory tract, gastrointestinal tract, and the genito-urinary tract.
11. An excess of this substance may cause complete disintegration of the bone matrix by releasing too many enzymes too fast. This results in abnormal bone structure.
12. Excessive amounts of this substance make the membranes of cells abnormally susceptible to rupture.
13. After this substance is ingested, it changes form many times in the body.
14. Factors that promote absorption of fat enhance the absorption of this substance. Conversely, factors that depress fat absorption depress absorption of this substance.
15. Protein appears to be necessary for the mobilization of this substance from its storage place.
16. Any drop in plasma levels of this substance reflects a depletion of the liver reserves and a prolonged dietary deficiency rather than immediate dietary intake.
17. Any drop in plasma levels of its precursor reflects dietary levels of the precursor rather than storage levels of the substance.
18. Approximately one third of the precursor in food is converted to this substance.
19. Mineral oil has an affinity for both the substance and the precursor, and since it is unaffected by digestive enzymes and passes through the digestive tract, it will carry with it much of the potential substance in the diet.
20. In autopsy data in livers of Canadians, it was found that 10% had no measurable reserves of this substance and 20% had no more than that normally found at birth.
21. Curoses - Shif-veril, koyl, efbe veril, tarrocs, pachins, tewes topaoets. (In case this one throws you, try unscrambling the words!)
22. Tables of food composition report the substance activity or value of foods, reflecting the potential of the substance rather than precursor amounts.
23. The deeper the orange, yellow, or green color of fruits and vegetables, the higher the substance value.
24. 50% of our dietary contribution of this substance comes from fruits and vegetables.
25. The National Nutrition Survey shows that this substance is one of the nutrients for which intakes are most often below recommended levels and that blood levels are correspondingly low.

26. Recommended dietary allowances have been set at 5000 I.U. The recommendation is increased to 6000 I.U. during pregnancy, and to 8000 I.U. during lactation.
27. The need for this substance in the body varies under varying conditions. Tiring work, especially in hot weather, tends to raise needs.
28. Bitot's spots —————→ xerosis —————→ xerophthalmia —————→ blindness
29. This substance has often been designated as the anti-infective substance, not because it attacks the infective organism, but because it keeps the respiratory tracts healthy so that microorganisms cannot penetrate the epithelial layer.
30. In a deficiency of this substance folliculosis, which are simply eruptions near the base of the hair follicle that subsequently undergo keratinization, develops.
31. Disturbances in the gastrointestinal tract such as diarrhea have been linked to the changes in epithelial tissue that takes place in the absence of this substance.
32. The toxicity of an excess of this substance produces the following symptoms: headache, drowsiness, nausea, loss of hair, diarrhea, skeletal pain in infants, loss of hemoglobin and potassium from red blood cells, cessation of menstruation in young girls and women, and rapid resorption of bone in adults.
33. Toxicity can occur from overconsumption of the substance in the form of pills.
34. An excess of this substance is not possible from food in an ordinary diet unless the diet contains considerable amounts of polar bear liver.

ELECTION TO THE BOARD OF NUTRIENTS

Louise Cole

The purpose of this simulation is to teach the nutrient value of snack foods and to help students see the need to have nutritious snacks available at school. (If such changes are needed in your school perhaps the student council, FHA, and other groups could exert pressure to secure them. Mobile snack bars between classes might improve nutritional status.)

DIRECTIONS: Divide class into groups of two. Let each pair draw a snack from a box without seeing what he is drawing. (Use pictures if possible, or if feasible, real foods.) These snacks should be both empty calories and nutritious snacks. One student in each pair becomes that food, and the other a campaign manager. They do their very best to convince the other students to vote for them as the preferred snack.

All students will need to study thoroughly their snack for nutrition, effect on the body, cost and convenience.

They will also need to know the other snacks' nutritive value, cost, convenience, and effect on the body.

Examples of snacks:	apple	beef jerky
	coke	fig bars
	crackers	fudge (plain)
	hard candy	milk
	orange	peanuts
	potato chips	raisins

The students will need class time to study and prepare their campaign speeches. Teacher serves as resource person and assists in finding references. Labels will need to be available in some cases.

When ready the students will give their campaign speeches of about 2-4 minutes. After all have presented their speeches, then have a question and answer period. Here the students may accuse a snack of poor nutritive value and function. The one accused then has a chance for rebuttal.

If campaign speeches and questions take a whole class period, there could be an opportunity to campaign outside of class before the election.

Then, set up voting booths and let each student vote for his 3 preferred snacks. Top 6 winners might again campaign in class and a run-off election be held for the final election of the top 3 snacks for the Nutrient Board. Make clear that votes are being cast for the voter's *preferred* snacks, not just the most nutritious. Hence, each student will consider all factors including personal preferences. In this way snack habits are more likely to be affected.

JUDGING AT THE COUNTY FAIR

Patricia Read

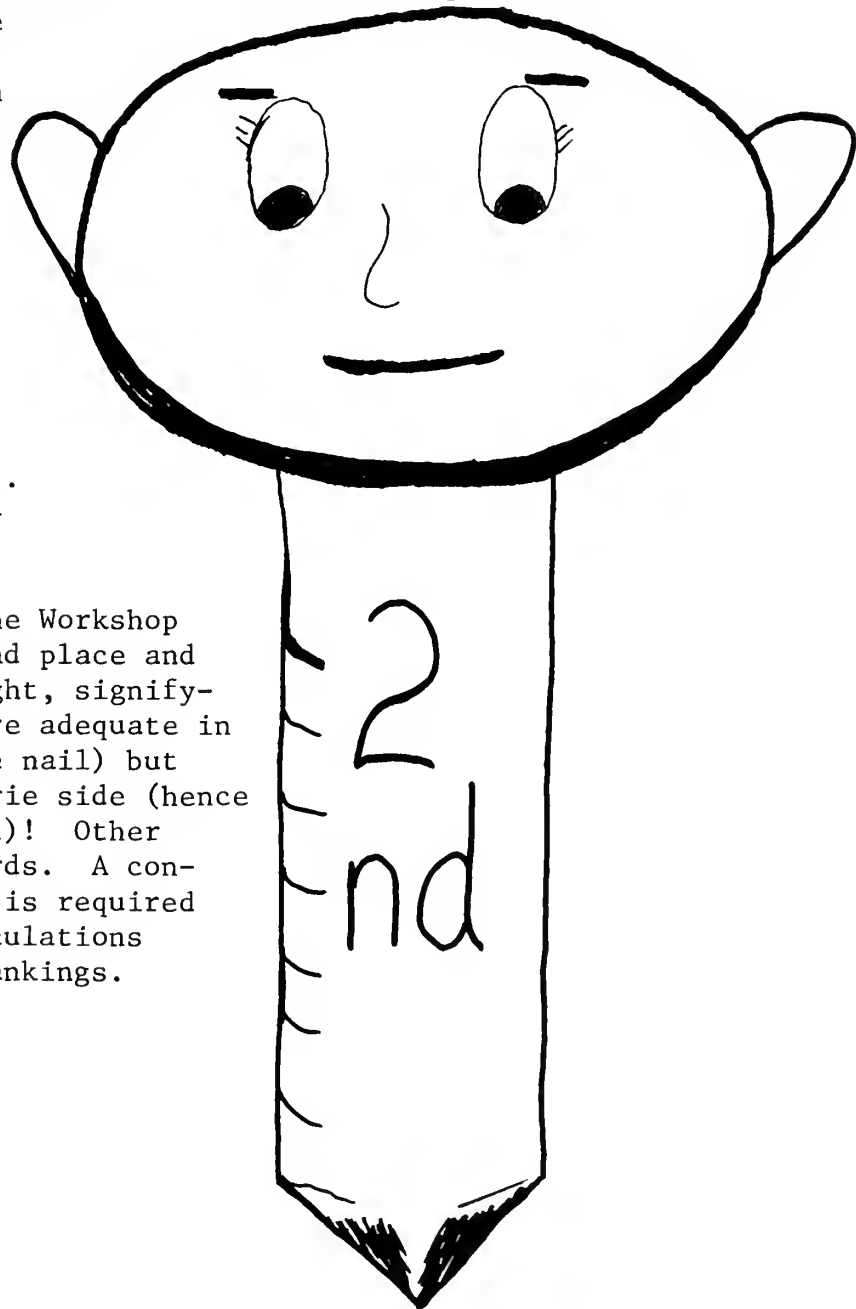
This simulation is sophisticated enough for a college class and might be used in some high school classes, but may be simplified for use in other secondary and adult education.

The task is to judge four days' menus and rank them in order of their appropriateness for a particular person with particular problems.

The students may judge individually or in teams. Menus may be distributed in mimeographed form or written on large posters which all can see at once. The figures in columns at far right should be omitted, of course (since these are provided as a key), but amounts of each food should be included. Menus should be numbered but ranks included here should be omitted.

In the workshop, teams judged the menus and then had brief conferences with the above author and her committee to explain their rankings. A general discussion followed.

The team on which the Workshop Director served won second place and received the award at right, signifying that our rankings were adequate in regard to iron (hence the nail) but rather heavy on the calorie side (hence the fat head for the nail)! Other teams received other awards. A considerable amount of time is required to make the detailed calculations necessary for accurate rankings.



Linda should weigh 105 pounds. She is slightly overweight and plans to lose weight correctly and safely at about 1 pound per week. Linda figured her waking hours of activity to be 4 hours at rest most of the time, 10 hours of light exercise, and 2 hours of moderate exercise. She has been slightly anemic in the past and is aware of the difficulty of meeting daily iron needs; therefore, she is very careful to include foods high in iron in her diet. Judge and rank the four menus keeping in mind desirable weight reduction and iron requirements for Linda. Give reasons for your rankings.

Menu I (Rank 4)

Meal	Food	Amount	Number of Calories	Iron % of RDDR
Breakfast				
	strawberries, fresh	1/2 cup	27	4
	sugar	2 teaspoons	27	0
	waffle (made with eggs and milk)	1/2 of 7" diameter	103	3
	honey	1 tablespoon	65	1
	skim milk	1 cup	90	1
Lunch				
	fish sticks, breaded	4	160	2
	broccoli	1/2 cup	20	3
	cottage cheese (on)	1/2 cup	130	2
	tomato	1/2 of 3" tomato	20	2.5
	black coffee	1 cup	2	1
Dinner				
	chicken, broiled	3 ounces	115	8
	rice (with)	1/2 cup	112	5
	chicken bouillon	1/2 cup	3	0
	okra, boiled	8 pods	25	2
	carrots, cooked	1/2 cup	22	2
	skim milk	1 cup	90	1
Snack				
	Cantaloupe	1/4 of 5" melon	30	2
Totals			1041	39.5

Menu II (Rank 1)

Breakfast				
	tomato juice	1/2 cup	22	6
	poached egg	1	80	6
	bran flakes	3/4 cup	79	51
	skim milk	1 cup	90	1
	sugar	2 teaspoons	27	0
	black coffee	1 cup	2	1

Meal	Food	Amount	Number of Calories	Iron % of RDDR
Lunch				
	vegetable soup	1 cup	80	6
	crackers, white saltines	4	50	1
	cottage cheese	1/2 cup	130	2
	dill pickle	1	10	4
	fig bar	1	50	1
	iced tea	1 cup	4	0
Dinner				
	round steak, lean only, broiled	4.8 ounces	260	28
	baked squash, winter	1/2 cup	65	4
	spinach	1/2 cup	22	13
	biscuit	1	105	2
	skim milk	1 cup	90	1
Snack				
	baked custard	1/2 cup	153	3
Totals			1319	130

Menu III (Rank 2)

Breakfast				
	prune juice	1/2 cup	100	29
	wheat flakes	1/2 cup	53	3.5
	skim milk	1/2 cup	45	.5
	black coffee	1 cup	2	1
Lunch				
	oyster stew (made of)			
	oysters	1/2 cup	80	37
	skim milk	1 cup	90	1
	crackers, white saltines	4	50	1
	asparagus	1/2 cup	22	11
	apple	1/2	35	1
	iced tea	1 cup	4	0
Dinner				
	beef liver, fried	2 ounces	130	28
	baked potato (with) cottage cheese on top	1 medium 1/2 cup	80 130	3 2
	tomatoes, cooked	1/2 cup	25	3
	roll, plain	1	85	3
	skim milk	1 cup	90	1
Snack				
	watermelon	1 wedge 4" x 8"	115	12
Totals			1149	137

Menu IV (Rank 3)

Meal	Food	Amount	Number of Calories	Iron % of RDDR
Breakfast				
	orange juice	1/2 cup	55	1
	egg, poached	1	80	6
	toast (with)	1 slice	70	3
	peanut butter	1 tablespoon	95	2
	skim milk	1 cup	90	1
Lunch				
	gelatin salad (with)			
	plain gelatin	1/2 cup	70	0
	banana	1 medium	100	4
	chicken pot pie with			
	vegetables	1 pie 4 1/4" across	535	17
	skim milk	1 cup	90	1
Dinner				
	pork chop			
	(lean only)	1	130	11
	grits (enriched) (with)	1/2 cup	62	2
	butter	1 teaspoon	33	0
	beets, canned, cooked	1/2 cup	42	4
	lettuce (with)	1/8 of 4" head	7	2
	french dressing	1 tablespoon	65	1
	black coffee	1 cup	2	1
Snack				
	raisins	1/4 cup	120	8
Totals			1646	64

KEY

The ranking of these menus is:

Rank	1	2	3	4
Menu	II	III	IV	I

Linda needs 1863 calories to maintain 105 pounds. She wants to lose weight safely and correctly; therefore will need to reduce her caloric intake about 500 calories per day.

1. Menu II - The foods suggested for this day would provide approximately 500 calories less than her daily needs. She would lose about 1 pound per week. Iron requirements would be met.
2. Menu III - Provides slightly less calories than she would need to lose weight at a pound per week; however it provides sufficient iron.
3. Menu IV - The iron provided is inadequate to meet daily needs and the caloric intake is higher than necessary to lose 1 pound per week.
4. Menu I - Is deficient in both calories and iron.

A DAY IN THE LIFE OF A TEENAGER

Janice Wilson

Can snacks fulfill nutrition requirements?

Since teenagers do a lot of snacking rather than eating regular meals, this lesson is planned to help them see that if the snacks are chosen wisely, they can provide the essential nutrients.

This lesson is planned for junior or senior high students. It could be adapted for use with younger children by having the class agree at each question in the story on which choice should be made. This would make the calculation at the end much simpler since there would only be one. If each child keeps his own sheet, he will have to calculate it individually.

The story might be effectively used as an evaluation following a nutrition unit in the class. If students have some background knowledge of essential nutrients and food sources, this activity will be more meaningful.

Objectives of this simulation:

The student will be able to:

1. Separate empty calorie snacks from those offering nutrients.
2. Recognize that well-chosen snacks *can* fulfill daily food requirements.
3. Recognize that what you have eaten or not eaten may have a definite effect on how you feel.

Method:

Each student will be given a work sheet (see p. 32) for his answers to the questions which will be asked in the story. The story could be printed for each student but it may be more fun for the teacher to read it and also require less reading skills in the pupils. Each student will also need a copy of the sheet "Foods I Ate Today"* for his calculations at the end.

Using the table, Nutrient Values of Common Foods in Per Cent of RDA,** and accompanying chart showing RDAs for all groups, each child can determine his own RDA and calculate the values of his choices. The totals can be used to see how close he came to his goal. It would help if, in previous lessons, the tables and charts had been used so that the students were familiar with them.

*See *Illinois Teacher*, Vol. XIII, No. 5, p. 241.

**Available from *Illinois Teacher* office at \$1.00.

A BUSY DAY

Today we are going to have a story about you. Use your imagination. Today is going to be a very busy day for you. You won't have time for any proper meals. We want to find out if you can get the required nutrients from a series of snacks which you eat all day.

First, you got up too late for breakfast. The bus was coming so you left for school. As you went out the door you saw a bowl of fruit and grabbed a (banana, orange, apple?)--or did you take the candy bar lying next to the bowl in preference to the fruit?

You got to school with 15 minutes to spare before your first class. You went to the lounge to meet your friends. The lounge has vending machines with candy, corn chips, potato chips, peanuts, and soft drinks. Did you eat anything while you were in the lounge?

About 10:30 you feel cross and tired and your stomach hurts. Why? It kept on getting worse so you asked your teacher if you could go to the nurse's office. When you told her about your stomach ache, she said, "What did you have for breakfast?" She asked if you thought a carton of milk and crackers would help your stomach to feel better. What did you tell her? She would bring you a carton of milk and 4 graham crackers if you wanted them. Did you eat them?

After a while you felt better and returned to class. At lunch time you had a dental appointment so you couldn't eat at school. Your mother drove you to the dentist and packed some things for you to eat driving back to school. It contained a peanut butter sandwich, a bologna sandwich, a whole raw carrot, celery sticks, a cup of milk in a thermos, a bag of potato chips, an apple, and two fig bars. You had time to eat only three of these things before you arrived at school, where the bell had already rung for class. What three things did you eat? You could put one or two things in your pocket that you didn't have time to eat in the car, hoping that you would have a break in the afternoon so you would be able to eat them. Did you? If so, what?

In the middle of the afternoon you did have a short break and if you had a snack in your pocket, you ate it. After school you were hungry and went home for a snack. In the refrigerator were a hard boiled egg, milk, soft drink, and a piece of pumpkin pie. On the table were candy, a bowl of fruit with oranges, bananas and apples; raisins, cornflakes and fig bars. Did you eat anything? If so, what?

Before the family ate supper you had to go to your ball game. After the game (your team won), your team went to your favorite hangout for hamburgers. French fries, milkshakes and ice cream were also available. What did you have?

Just before bedtime you heard your brother in the kitchen. You went out and found him having a ham sandwich and a glass of orange juice. Did you join him?

The story of your day is ended. Take your answer sheet and list the foods which you ate on the sheet labeled "Foods I Ate Today." We will fill in the amounts of daily recommended food allowances and see how close you came to meeting your requirements for the different nutrients.

Possible Choices That Add Up to a Nutritious Day

Food	Amount	Calories	% calories	% protein	% calcium	% iron	% vit. B ₁	% vit. B ₂	% niacin	% vit. C
banana	1	100	5	2	1	4	5	6	5	22
peanuts	1/2 cup	420	21	34	7	8	0	23	6	0
milk	1/2 pint	160	8	16	36	1	7	7	27	4
graham crackers	4	110	5	4	1	2	0	1	4	0
peanut butter	1 T.	95	5	7	1	2	0	2	1	0
bread, enriched	2 slices	140	7	7	5	7	0	12	7	0
balogna	1 slice	40	2	3	0	3	0	4	4	0
bread, enriched	2 slices	140	7	7	5	7	0	12	7	0
milk	1/2 pint	160	8	16	36	1	7	7	27	4
apple	1	70	3	0	1	2	1	4	1	5
fig bars	2	100	5	4	3	2	1	0	1	0
milk	1/2 pint	160	8	16	36	1	7	7	27	4
egg	1	80	4	11	3	6	12	5	10	0
pumpkin pie	1 piece	275	14	9	8	4	64	4	9	0
raisins	1/2 cup	240	12	4	6	16	0	8	4	2
milk	1/2 pint	160	8	16	36	1	7	7	27	4
hamburger	1-3 oz.	245	12	38	1	15	1	7	12	0
bun	1	120	6	6	4	4	0	12	4	0
ham	1 1/2 oz.	122	6	16	0	6	0	20	5	0
bread, enriched	2 slices	140	7	7	5	7	0	12	7	0
orange juice	1/2 cup	55	3	2	2	1	5	11	2	113
TOTAL		3132	156	225	197	100	117	171	197	158
RDA: girls 14-16		2400	120	100	163	100	100	120	93	91
boys 14-18		3000	150	109	175	100	100	150	100	100

Work Sheet

(one copy to each student as story is read)

1. What did you grab on the way out the door? _____
 2. Did you eat anything in the lounge? What? _____
 3. Why might your stomach hurt? _____
 4. Did you eat anything in the nurses' office? What? _____
 5. What three things did you eat from your lunch? _____

 6. What did you put in your pocket to eat later? _____
 7. What did you have for an after school snack? _____

 8. What did you have at your favorite hangout? _____

 9. Did you have a bedtime snack with your brother? _____
- What did you have? _____

Use the foods on this sheet to list on the "Foods I ate today" sheet and then figure out if you got an adequate amount of all nutrients.

THE FIGHT ANEMIA COOKY CONTEST

This simulation of the nation-wide recipe contests was suggested as a follow-up or "assignment" after a "lesson" on iron. The idea is for each student (or pair or team) to create (or adapt) a cooky recipe that is rich in iron, try it out at home or in the lab, and present it to the class for tasting and judging. Certain limitations may be placed on the recipe if desired, e.g., caloric value or cost. The creator certainly ought to consider it palatable! Criteria for judging may be set up, score sheets provided, and certificates presented to winners. Photographs for the school paper might be encouraged.

The lesson preceding this assignment was planned by a workshop member.

LET'S LEARN ABOUT IRON

Elizabeth Skaggs

Objectives:

1. To help students become aware of the body's needs for iron and the amounts.
2. To alert the students to the periods in the life cycle when the need for iron is greatest.
3. To help students become aware of some of the iron deficiency symptoms.
4. To discover which foods are needed in order to have an adequate supply of iron.

Content:

1. Iron is needed in the body in small amounts for tissue functioning, for storage and the making of hemoglobin.
2. On the average the body uses about 10% of the iron in foods.
3. Iron is "recycled" in the body.
4. Nutritional anemia can be caused by lack of iron in the diet or great losses of blood.
5. Some anemia symptoms are: paleness, weakness, shortness of breath, lack of appetite, etc.
6. Meats (especially liver), prunes, sweet potatoes, tomato juice, green leafy vegetables, eggs, and enriched cereals are good sources of iron.

Techniques:

1. Put up bulletin board, "Let Iron Lift You to Good Health," before class time (see p. 34).



2. Students start working on the "Pre-test" sheet as soon as they come into the room. (Use text as needed.)
3. Provide correct answers for pre-test and discuss, adding information as needed to answer questions from students.
4. Divide class into 6 groups and give each an envelope of food models or pictures of foods. Without reference each group selects 14 foods and then calculates the per cent of Iron RDA they provide. They list the foods which are especially high in iron. Student-group with highest iron score may pass the dried apricots, raisins, or prunes for class snack. Discuss the foods high in iron content.
5. If time, each group (with charts as reference) find a snack food that provides 10% or more of Iron RDA in one serving.

Evaluation:

Repeat pre-test a week later.

Have students write a paragraph or two a month later on "How I Have Increased My Intake of Iron" or "How I am Fighting Anemia by Eating More Iron."

Pre-test to Generate Curiosity About Iron

Key True or false

- | | |
|---|---|
| + | 1. Iron is one of the 2 nutrients most often short in American diets. |
| + | 2. The danger of anyone's getting an excess of iron in enriched foods is very slight. |
| + | 3. In the human body, iron is found mainly in the blood. |
| + | 4. Iron is needed for the formation of hemoglobin for red blood cells. |
| 0 | 5. Red blood cells carry food to all body cells. |
| + | 6. Iron is stored in the liver, bone marrow and spleen. |

- + 7. Growing boys and girls, including adolescents, need extra amounts of iron.
- + 8. Women need extra amounts of iron during pregnancy.
- + 9. Babies are born with enough iron to last 3-6 months.
- 0 10. Milk is a good source of iron.
- + 11. Donating blood may cause temporary anemia if iron stores are low.
- + 12. Iron is recycled in the body.
- 0 13. Men need more iron than women.
- + 14. People with anemia usually have symptoms like paleness, tiredness, weakness, shortness of breath, poor appetite, and slowed-up vital functions.
- + 15. On the average the body can use about 10% of the iron in foods.
- + 16. The body's need for iron increases when bleeding occurs.
- 0 17. Older women need more iron than young women.
- + 18. Vitamin C helps the body to use iron.
- + 19. Copper helps the body use iron.
- 20. Arrange the following foods in order of their iron content placing first the one highest in iron:
 - 7 1 egg
 - 2 3/4 cup dry beans
 - 15 1 cup whole milk
 - 13 1 apple
 - 10 1 banana
 - 8 1/2 cup tomato juice
 - 1 2 oz. liver
 - 3 3 oz. beef pot roast
 - 11 2 T. peanut butter
 - 6 5 prunes with juice
 - 4 1/2 cup spinach
 - 5 1/2 cup dried stewed apricots
 - 9 1 sweet potato
 - 12 2 slices bacon
 - 16 1 T. butter
 - 14 1/2 cup orange juice
- 21. Arrange these food groups in order of their iron content placing first the one highest in iron:
 - 1 meats, eggs, and legumes (dry beans, peas, peanuts)
 - 2 dried fruits
 - 3 green vegetables
 - 4 bread and cereals
 - 5 milk and cheese
 - 6 sweets and oils

TRAFFIC COURT

Jane Shouse

A group of 16-year-old high school students have just completed a short course in basic nutrition. The teacher is aware of the fact that these students have recently taken Drivers' Education or are in the process of taking such a course and that they are very much aware of THE RULES OF THE ROAD. With this in mind, she feels that a simulation based on traffic violations vs. nutritional violations would be an effective means of summarizing the course.

Activity:

1. Let class select a judge, a patrolman, a mother and father, and a parole officer. The remainder of the students can take turns being participants. The one in the example below is 17-year-old Peter.
2. The participant violates a driving rule and the patrolman gives him a ticket with a summons to appear in traffic court.
3. The participant appears before court. He is examined. It so happens that the participant presents certain conditions that might be caused by a diet deficiency, and is found guilty of violation of Recommended Dietary Allowances.
4. The judge renders sentence giving defendant a choice of:
 - a. correcting his diet, or
 - b. taking the consequences(which vary with the violation).
5. The judge appoints a parole officer to see that the plaintiff observes warning and corrects diet.
6. The judge gives counseling to parents.

Example:

Peter, a 17-year-old boy, was driving down the street at night and failed to yield the right of way at an intersection. He had a mild collision with another car. The patrolman gave him a ticket for violating a traffic law. Peter was summoned to court. Here he was given an eye test and a general physical examination. During cross-examination by the court's nutritionist Peter revealed that he was a bread, meat, and potato man, that he never ate vegetables or fruit, nor did he ever eat eggs or liver. This suggested to the nutritionist that Peter might have a vitamin A deficiency which interfered with his being able to see in the dark.

The judge gave Peter two choices:

- a. correct his diet by eating dark green leafy vegetables, deep yellow vegetables and fruits, a serving of liver once a week, or other foods rich in vitamin A which he could find in the chart provided, or

- b. pay the consequences or penalty, which would be to have his driver's license marked "good in daylight hours only," with a warning that he would lose his license if he received a second ticket since he was endangering the lives of others.

A parole officer was appointed to see that Peter followed the judge's admonishing.

The parents were counseled to encourage Peter to maintain a better diet by trying to provide foods that he would eat which would provide the needed allowances for vitamin A.

Evaluation:

Encourage the students to suggest other nutritional violations and correlate with traffic violations.

NOTE: Great care must be taken in choosing these violations. Be specific, accurate, and realistic, making sure that nutrition information is sound and no mis-information implied.

THIAMIN HOLDS A PRESS CONFERENCE

Pamela Block

Objectives: At the end of this lesson, students will be better able to:

1. Relate the role of thiamin to that of other nutrients.
2. Describe the functions of thiamin in the body.
3. List the major food sources of thiamin.
4. Identify the amount of thiamin needed in the body and select sources to meet these needs.
5. Evaluate the use of thiamin in daily diet patterns.

Content: Thiamin is also known as Vitamin B₁.

Thiamin is necessary to maintain good digestion and good health, and for the normal functioning of the nervous system.

Some sources of thiamin are whole grain and enriched breads and cereals, pork, liver, and peas.

The amount of thiamin needed in the body increases with an increase in calorie intake because it is used in energy metabolism.

Thiamin deficiency may affect the metabolism of energy foods in body cells, the functioning of the gastrointestinal tract, and may cause general apathy, depression, moodiness, tender and painful leg and arm muscles.

Technique:

Students sit at desks facing a table where Mr. (or Miss) Thiamin (a student well-studied in thiamin) is seated; this student will conduct a press conference concerning thiamin.

Other students have name tags identifying a newspaper, magazine, radio or television station they represent. Each takes notes of questions and answers and writes a news story of the results for the publication or station he represents.

Mr. Thiamin announces that for the next 30 minutes he will be conducting a press conference to better inform the public about thiamin and asks the reporters to begin by asking questions concerning this nutrient. He also suggests careful notetaking so the stories they write for their publication will not misrepresent him.

Students pose impromptu questions about thiamin. If they do not ask all the questions needed to teach the content planned, Mr. Thiamin should direct their thinking and stimulate additional questions.

Mr. Thiamin answers questions. If he does not know an answer, he admits this, checks quickly in resources, volunteers to find the

answer later and report it to them tomorrow, or suggests where they might find answers.

After about 30 minutes, Mr. Thiamin closes the conference. He admits that he is not infallible and suggests that the students check the answers to the questions they asked in the resource books in the rooms and let him know if any answers are incorrect or incomplete.

A general discussion may conclude the lesson or Mr. Thiamin may give a little quiz to be sure he has not been misunderstood.

If equipment is available, teacher operates the video camera to tape the conference. The next day they will replay the videotape, stopping as needed to discuss, raise further questions and to verify correctness of answers. They will also evaluate the quality of the questions; e.g., why did you ask that question? Is there a better question? etc.



A visual aid Mr. Thiamin left after the press conference.

A ZONING COMMITTEE HEARING
CARBOHYDRATE PETITIONS FOR ANNEXATION TO THE CITY OF GOOD NUTRITION

Bea Bagby

Objectives:

- To help students (high school or adult) learn basic information about carbohydrates: sources, requirement, digestion, storage, and use.
- To help students evaluate diets in relation to carbohydrate intake.
- To experience how a zoning committee hearing is held.

Content:

- Carbohydrates, digestible by human beings, are of two general kinds --sugars and starches.
- Carbohydrates are digested in the mouth, stomach, and small intestine entering the blood as simple sugars.
- Carbohydrate is primarily stored in the muscles and liver as glycogen. Excess is converted to fat for storage.
- Carbohydrates fulfill specific needs within the body, including energy for the brain.
- High carbohydrate diets, low carbohydrate diets, and lack of care in getting a diet balanced in nutrients can be dangerous to health.

Technique:

- A simulation of a zoning committee hearing is held with individuals taking the roles of committee members, community representatives with divergent views, and the person requesting the zoning change.
- The students could work in committees to gather facts (and sometimes fallacies!) to support their positions.
- The zoning committee would vote on the zoning request, based upon the effectiveness of the community representative presentations and the defense of those in favor of annexing Carbohydrate to the City of Good Nutrition, i.e., the need for carbohydrate in the diet.

Specifics:

- One person (teacher or a student), who has informed himself well regarding the need for carbohydrate in the diet, appears before the Zoning Committee with the following petition:

We, the undersigned, do hereby request the city of Good Nutrition to annex the subdivision Carbohydrate in order to provide a more balanced city and to meet certain needs which other subdivisions cannot meet. Inasmuch as everyone needs

certain quantities of protein, fat, carbohydrates, vitamins, minerals, and water in his diet every day for health and normal weight maintenance, we, the undersigned, do hereby request adequate zoning for a balanced diet. Good Health is not possible without Good Nutrition, although, Good Nutrition will not insure Good Health.

Article I: Carbohydrates are of two general kinds--sugars and starches. Both are reduced in digestion to the simple forms for absorption and use. They are composed of carbon, hydrogen, and oxygen. Chemically, they are classified according to their structure as monosaccharides, disaccharides, or polysaccharides. The body has specific needs for carbohydrates, but diets compatible with good health can contain a widely varying proportion of carbohydrate. We request that zoning for carbohydrates be determined by the needs of each individual after the subdivision Carbohydrate is annexed to the City of Good Nutrition.

Another student representing chairman of Zoning Committee presides at the meeting. He states purposes of meeting as:

To discuss the pros and cons of Carbohydrate annexation. Contradicting points of view raised at previous meetings include the following:

- A. Why is there a need for any zoning for carbohydrates at all? Eat what we want.
- B. A low carbohydrate diet is more appropriate because of so much obesity in our community.
- C. A high carbohydrate diet is more enjoyable. You can lose weight on some of them, too.

Then he has the student representing the secretary of the Zoning Committee read the petition brought before the meeting. He calls for discussion.

Various students representing community members present points of view. Some give correct information and some may vehemently promote fallacies in regard to carbohydrate, e.g., fad diets that stress low carbohydrate, obesity caused by fat not carbohydrate, etc. Some point out that carbohydrate foods such as sweets are so yummy that people feel better when they get to eat them, or that housewives feel proud when they make them for their families since considerable culinary skill is required. One may insist that a spreading figure is just a natural part of growing older and no one should worry about it or carbohydrate's role in it. Others may "rave" about special high carbohydrate diets, etc. One may point out what sticky carbohydrates can do to teeth.

Some community members, perhaps representing a physician, dietitian, dentist, etc., may have correct information to add. The person presenting the petition will see that all fallacies are corrected and accurate information about carbohydrate in the diet is given. He is responsible for teaching the content planned.

The members of the Zoning Committee (probably 7-13 depending upon size of class) listen to all "testimony," ask questions, and then vote on the petition. If it fails, appeal may be considered.

GAMES THAT TEACH NUTRITION

Another way to humanize and individualize instruction is to use games--if they are well chosen. Foremost among the criteria for choosing, or creating, educational games is that they are sound in terms of subject matter.* They must present the content accurately as well as enjoyably, and they must allow no misinformation to be included or implied. The game must be subordinate to the learning.

During the workshop, we played games that others had developed, we analyzed games, and we created some of our own. A description of some of these creations from both the Illinois and the Wyoming workshops follows.

As a working definition we called an educational game "a contest conducted according to set rules and undertaken in pursuit of educational (or learning) objectives as well as for enjoyment."

OH FUDGE!

Sister Jance Greenwood

For this game the author made a set of food cards of playing card size with the same information that is contained on the National Dairy Council Comparison Cards, using single lines with colored pencils instead of the larger bar graphs (example below), but the game could be played with the Comparison Cards (though the size is awkward) or with the cards from *The Nutrition Game* (see Foreword, p. iv, for source).

Rules of play:

Deal each player (2 to 4 players is an ideal number) 8 cards and let each one bid 0 to 8 to indicate how many tricks he thinks he can take.

Player to left of dealer leads first. He places one food card on the table and calls out a nutrient. Other players must play a card containing that nutrient (in any amount) if they have one. The person whose food had the highest percentage of the named nutrient wins the trick. The winner of that trick leads in the next one.

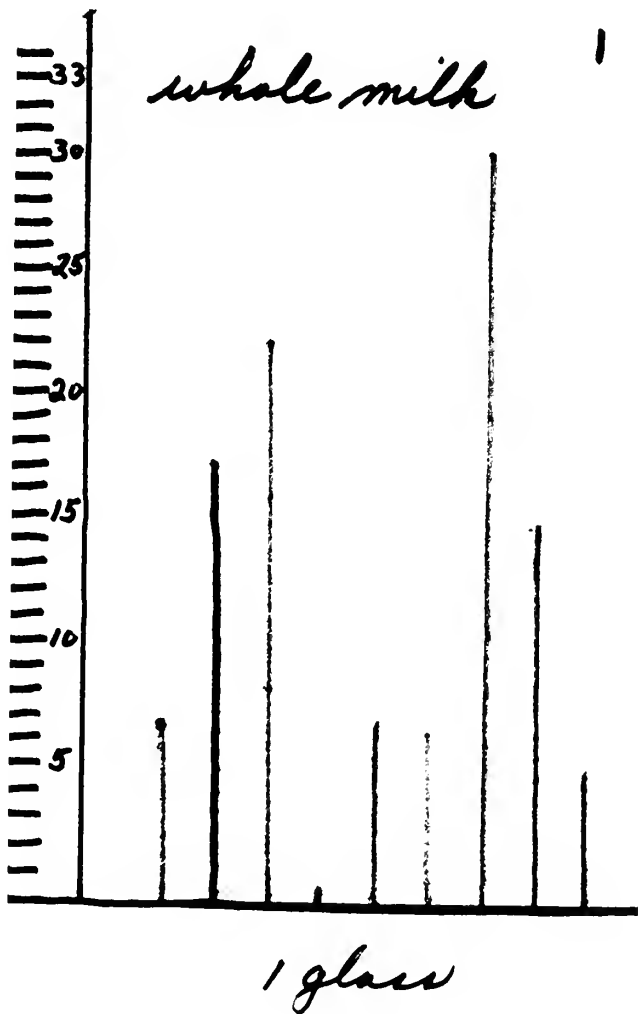
The object is to win *exactly* as many tricks as you bid, no more, no less. Hence, a player will sometimes lead a food card which has very little of the nutrient he calls, in order to try to lose that trick.

Any player who wins exactly the number of tricks that he bid receives a score to match his bid. Others receive zero. The game can be played to any agreed upon final score, e.g., 50, or for a given number of "hands" with the winner being the one who has the highest score at the end of, say, 8 hands.

*For other criteria see H. T. Spitz, *Choosing Techniques for Teaching and Learning*, Washington, Home Economics Education Assoc. 1970. p. 20.

The principal learning from this game will be the principle that foods vary in their nutrient value and a host of specifics which build up to this principle. It will also become obvious that a variety of foods is needed if RDA's for all major nutrients are to be met.

The game is suitable for groups of youth and adults of varying ages and ability levels and could be used outside the classroom at parties, club meetings, nursing homes, and the like.



THRIFTY NUTRITION

Elizabeth Skaggs

The main purpose of Thrifty Nutrition is to relate nutrient values to food costs.

For this game, the National Dairy Council Food Models are used with the cost added to the picture side of the models. (See pp. 46-50 for some cost suggestions.)

Place all food models, picture side up, on table.

Divide group into teams and give each team a score sheet (see p. 45).

The team with the most visible buttons on their garments may play first, or to save time some other means may be used to determine first player.

Each team takes turns in selecting one food model and records cost and percent of nutrient on score sheets. One small box equals one percent or one cent. Cross out the used boxes to record the score. (The nutrient values are shown on the back of the food models.) They also record in center of score sheet the number of calories in each food chosen. If desired, a caloric limitation may be set and any team exceeding the limitation, e.g., 2000, may be ineligible to win.

The winner is the team that has spent the least money when all teams have achieved 100% of all 8 nutrients. Or, some other goal may be set before starting the competition. Or, this is a good solitary game, the object being to get 100% of all 8 nutrients on some set amount of money, e.g., one dollar.



A visual aid attracts students' interest. While one group plays Thrifty Nutrition, others may play other games.

THRIFTY NUTRITION SCORE SHEET

One small box = 1% of the needed nutrient

COST (one small box = 1¢)

[illegible]

Number of calories VITAMIN A % OF RDA

[illegible]

COST (one small box = 1¢)

[illegible]THIAMIN (Vitamin B₁) % OF RDA[illegible]

PROTEIN % OF RDA

[illegible]RIBOFLAVIN (Vitamin B₂) % OF RDA[illegible]

CALCIUM % OF RDA

[illegible]

ASCORBIC ACID (Vitamin C) % OF RDA

[illegible]

Total

IRON % OF RDA

[illegible]

COST PER SERVING OF COMMON FOODS

Item	Size of Serving	Cost
I. MILK AND MILK PRODUCTS		
1. Whole Milk	1 cup	.07
2. Skim milk	1 cup	.06
3. Buttermilk	1 cup	.07
4. Cocoa	1 cup	.08
5. Ice cream	1/2 cup	.06
6. Processed cheese (American)	1 slice	.06
7. Cottage cheese, creamed	1/2 cup	.09
8. *Milk pudding, vanilla	1 cup	.13
9. *Milk pudding, chocolate	1 cup	.13
10. Custard, baked	1 cup	.07
11. White sauce made with margarine	1/2 cup	.07
12. Light coffee cream	1 Tbs.	.02
13. Heavy whipping cream, whipped	2 Tbs.	.03
14. Sour cream	1 Tbs.	.03
II. MEAT AND EGGS		
15. Bacon	2 slices (20 slices = 1 lb.)	.10
16. Beef pot pie, with vegetables	1 pie, 4 1/4 inches across	.26
17. Beef roast (lean and fat)	3 ounces	.30
18. Bologna (or baloney)	2 slices (3" dia. x 1/8")	.11
19. Chicken (flesh only)	3 ounces	.12
20. Chicken noodle soup (dried)	1 cup (reconstituted)	.09
21. Chicken Pot Pie, with vegetables	1 pie, 4 1/4" across	.26
22. Chili with beans	1 cup	.20
23. Corned beef	3 ounces	.24
24. Dried beef	2 ounces	.41
25. Eggs (medium)	2 eggs	.07
26. Fish sticks, breaded (4" x 1" x 1/2")	2 sticks	.11
27. Ocean Perch, breaded	3 ounces	.21
28. Ham (lean and fat)	3 ounces	.24
29. Hamburger	3 ounces	.14
30. Liver, beef	2 ounces	.09
31. Lunch meat, canned	2 ounces	.12
32. Pizza (cheese, no meat)	1/8 of 14" diameter pie	.07
33. Pork chop (lean and fat)	1 chop (2.3 ounces)	.19
34. Pork chop (lean only)	1 chop (1.7 ounces)	.16
35. Pork roast (lean and fat)	3 ounces	.25
36. Pork sausage	4 links	.49
37. Salmon, pink; canned (bones included)	1/2 cup	.21
38. Round steak (lean and fat)	3 ounces	.29
39. Round steak (lean only)	2.4 ounces	.24
40. Tuna, canned in oil	3 ounces	.20
41. Wieners	1 wiener	.09

*A prepared mix was used as a basis for cost.

Cost is based on food prices obtained in Champaign, Illinois, February 1972.

Item	Size of Serving	Cost
III. VEGETABLES		
42. Asparagus, canned, whole spears	1/2 cup	.20
43. Bean soup w/pork (diluted with water)	1 cup	.05
44. Green snap beans	1/2 cup	.04
45. Lima beans, canned	1/2 cup	.08
46. Pork and beans	1/2 cup	.17
47. Red kidney beans	1/2 cup	.07
48. Beets, canned	1/2 cup	.07
49. Broccoli, cut up, frozen	1/2 cup	.12
50. Cabbage, raw, shredded	1/2 cup	.04
51. Cabbage, cooked	1/2 cup	.06
52. Carrots, raw	1 carrot, 5 1/2 inches	.04
53. Carrots, canned	1/2 cup	.12
54. Celery, raw	1/2 cup	.08
55. Collards	1/2 cup	.04
56. Corn on the cob, frozen	1 ear	.16
57. Corn on the cob, fresh, in season	1 ear	.08
58. Corn, canned	1/2 cup	.08
59. Cucumber	6 slices, 1/8" thick	.13
60. Lettuce, iceberg	1/8 of a 4 3/4" head	.06
61. Mustard greens, canned	1/2 cup	.04
62. Okra, canned	8 pods	.06
63. Onions, raw	1 onion, 2 1/2 " dia.	.03
64. Peanuts	1/2 cup	.18
65. Peanut butter	1 Tbs.	.02
66. Blackeyed peas, dry; cooked	1/2 cup	.03
67. Green peas, canned	1/2 cup	.06
68. Split peas, dry, cooked	1/2 cup	.04
69. Green pepper	1/4 pod	.05
70. Potato, baked	1 medium potato	.10
71. Potato, french fried	10 pieces	.03
72. Potato, mashed with milk	3/4 cup (1 potato, mashed)	.13
73. Potato chips	10 chips, 2" across	.02
74. Sweet potatoes, baked	1 medium sweet potato, 5" x 2"	.10
75. Sweet potatoes, candied	1 sweet potato	.18
76. Sauerkraut, canned	1/2 cup	.06
77. Spinach, canned	1/2 cup	.06
78. Squash, summer, diced and cooked	1/2 cup	.08
79. Squash, winter, baked and mashed	1/2 cup	.08
80. Tomatoes, fresh	1 tomato, 3" across	.12
81. Tomatoes, canned	1/2 cup	.09
82. Tomato juice, canned	1/2 cup	.02
83. Tomato soup, canned (diluted with water)	1 cup	.04
84. Tomato catsup	1 Tbs.	.01
85. Turnip greens, cooked	1/2 cup	.04
86. Turnips, cooked (diced)	1/2 cup	.07
87. Vegetable soup, canned (diluted with water)	1 cup	.05

	Item	Size of Serving	Cost
88.	Apples	1 apple	.04
89.	Applesauce (sweetened)	1/2 cup	.05
90.	Apricots, canned in heavy syrup	1/2 cup	.09
91.	Apricots, dried, cooked, unsweetened	1/2 cup	.30
92.	Apricots, dried, uncooked	1/2 cup	.26
93.	Bananas	1 banana	.08
94.	**Cantaloupe	1/4 of 5" cantaloupe	.08
95.	Cherries, red sour, canned, pitted	1/2 cup	.08
96.	Fruit cocktail, canned in heavy syrup	1/2 cup	.06
97.	Grapefruit, pink or red	1/2 grapefruit	.08
98.	Grapefruit, white	1/2 grapefruit	.08
99.	Grapefruit juice, canned, unsweetened	1/2 cup	.04
100.	Grape juice	1/2 cup	.07
101.	Grapes	1/2 cup	.11
102.	Lemonade from frozen concentrate	1/2 cup	.02
103.	Orange	1 orange, 2 5/8" dia.	.07
104.	Orange juice	1/2 cup	.05
105.	**Peaches, fresh	1 medium	.07
106.	Peaches, canned in heavy syrup	1/2 cup	.06
107.	Pears, canned	1/2 cup	.09
108.	Pineapple, canned, crushed	1/2 cup	.07
109.	Plums, canned	1/2 cup	.04
110.	Prunes, canned	1/2 cup	.09
111.	Prunes, dried, uncooked	8 medium prunes	.08
112.	Prune juice	1/2 cup	.05
113.	Raisins, seedless	1/4 cup	.06
114.	Strawberries, fresh	1/2 cup	.12
115.	Strawberries, frozen	1/2 of 10-oz. carton	.15
116.	**Watermelon	4" x 8" wedge	.10

*Seasonal food costs based on estimate estimated on basis of food prices, Summer season, 1971.

Item	Size of Serving	Cost
V. CEREALS		
117. Bran flakes	1 ounce	.02
118. Corn flakes	1 ounce	.02
119. Grits	1/2 cup	.02
120. Macaroni, enriched	1/2 cup (after cooking)	.04
121. Noodles, enriched	1/2 cup (after cooking)	.03
122. Oatmeal	3/4 cup (after cooking)	.02
123. Popcorn, popped, unbuttered	4 cups	.03
124. Puffed wheat	1 ounce	.06
125. Rice, cooked	1/2 cup	.03
126. Shredded wheat, plain	1 biscuit	.03
127. Spaghetti	1/2 cup	.05
128. Wheat flakes	1 ounce	.03

VI. BREADS, CAKES, AND PIES

129. White bread, enriched	2 slices	.03
130. *Biscuits	1 biscuit	.02
131. *Cornbread muffins	1 muffin	.02
132. Plain rolls, cloverleaf	1 roll	.04
133. *Pancakes, plain	3 1/2 cakes, 4" across	.08
134. Waffles, homemade	1 waffle 7" diameter	.04
135. Crackers, white saltines	4 crackers	.01
136. Graham crackers	4 crackers	.03
137. Doughnuts, cake type	1 doughnut, 1 1/8 oz.	.10
138. *Gingerbread	1/9 of an 8" square cake	.04
139. Cookies, cream sandwich type	2 cookies	.03
140. Fig bars	2 bars	.03
141. Angelfood cake	1/12 of a 10" dia. cake	.11
142. Plain cake, no icing	1/9 of a 9" square cake	.05
143. Devil's food cake, 2 layers, chocolate icing	1/16 of a 9" dia. cake	.05
144. Pound cake	1 slice, 1/2" x 3 1/2" x 3"	.03
145. Apple pie, 2 crusts	1/7 of 9" dia. pie	.10
146. Cherry pie, 2 crusts	1/7 of 9" dia. pie	.09
147. Custard pie, 1 crust	1/7 of 9" dia. pie	.09
148. Pumpkin pie, 1 crust	1/7 of 9" dia. pie	.12

*A prepared mix was used as a basis for cost.

Item	Size of Serving	Cost
VII. OTHER SWEETS		
149. Candy caramels	1 ounce	.03
150. Hard candy	1 ounce	.04
151. Plain fudge	1 ounce	.03
152. Jam and preserves	1 Tbs.	.02
153. Jelly	1 Tbs.	.02
154. Honey	1 Tbs.	.02
155. Syrup	1 Tbs.	.01
156. Sugar, white	2 Tbs.	.01
157. Brown sugar	1 Tbs.	.01
158. Cola drink	1 cup	.06
159. Ginger ale	1 cup	.06
160. Plain jello	1/2 cup	.03
161. Chocolate syrup	1/2 fluid ounce	.01
VIII. FATS AND SALAD DRESSINGS		
162. Butter	1 Tbs.	.03
163. Margarine	1 Tbs.	.01
164. Salad oil (any type)	1 Tbs.	.02
165. Salad dressing (mayonnaise type)	1 Tbs.	.01
166. French dressing	1 Tbs.	.03
167. Mayonnaise	1 Tbs.	.02
IX. MISCELLANEOUS		
168. Coffee	1 cup	.02
169. Tea	1 cup	.01
170. Beer	12 fluid ounces	.20
171. Olives, green	4 medium size	.08
172. Olives, ripe	2 large	.02
173. Sweet pickles (small)	1 pickle, 2 1/2" long	.02
174. Dill pickles (medium)	1 pickle, 3 3/4" long	.05
175. Pickle relish	1 Tbs.	.01

GO FISHING!

Pamela Moses

This game will help players to become more aware of the nutritional value of foods and show them how much and what kinds of foods are necessary to have 100% of the nutrients needed by the body, i.e., to meet the RDAs.

RULES OF PLAY:

1. Dealer passes out nine cards to each player (3 to 6 players is a good number).
2. Dealer places the rest of the cards face down on the table.
3. Player to the dealer's left begins by asking one other player for a good source, 10% or higher, of a particular nutrient, Iron Source. If the player has a good source he gives the card to the player who asked for it. If he has no good source he says "Go Fishing" and the player draws from the pile. If in his draw he gets a good source of that nutrient he takes another turn. He may ask someone else for the same nutrient or ask for another nutrient. If he does not obtain a good source of the nutrient from another player or from his draw on the deck, the play goes to the next person. When deck is depleted, player receives no draw.
4. When a player has 100% of any nutrient he lays those cards face up on the table and declares himself adequate in that nutrient. He may also use these cards for other nutrients as he works toward 100% in all nutrients.
5. Any player who gets 100% of all the nutrients and gets rid of all the cards from his hand wins. Rather than work toward all 8 nutrients in one game, it may be best to only work toward a few nutrients at a time, especially for beginners.

These cards may be used for many other games as well as the one above.

(For this game, Pam reproduced the National Dairy Council Comparison Cards in playing card size, but the game could be played with the regular cards or with the food cards from *The Nutrition Game* (see Foreword, p. iv, for source).

SNACK STRATEGY

Carol Coffel

The purpose of this game is to help players recognize the varying nutritive value of snack foods.

Equipment needed:

Large checker board (or make a board with 8 squares in each dimension)
32 pieces of light cardboard (16 each of two colors) cut to fit the checker board squares and folded once so they will stand up. On one side of the folded "tokens" write the name of a snack food and the amount of a serving and if possible add a picture of the food. Choose 32 common snacks from the chart indicated below in paragraph 4 of Rules and at random determine which ones to place on each color.

Rules of play:

Decide on a nutrient to play for, e.g., thiamin (Vitamin B₁).

There can be two players or two teams in this game. Each player receives 16 "tokens" representing snack foods, one player receiving the tokens of one color, and the other player receiving the tokens of the other color. The tokens are placed on the board on the second and third rows nearest the player (leaving first row empty), in any order that the player desires.

These snacks can be moved forward, sideways, or backwards but not diagonally across the board. Each player can move only one snack in each turn and cannot move through a space with another snack on it. He may not jump over a space.

The object of the game is to move one's snacks until one is adjacent to (not diagonally) a snack of the other player. When this is done, either player can challenge the other. A player can move or challenge in a turn, but not both. The players do not have to challenge if they do not want to. If they feel that their snack is low in the nutrient being played for, they would probably not want to challenge. When challenging, the player declares that his snack has more of the nutrient being played for than does the snack of the other player. The game can be played for any nutrient that is being stressed in the class at the time.

After one of the players has challenged, the judge (or one of the players) looks at the chart, "Nutrient Values of Common Foods in Per Cent of RDA,"* and checks for the per cent value of the nutrient being played for. The snack that loses, or has the least amount of the nutrient being played for, is removed from the board. The winning snack is moved to the now empty square of the losing snack.

*See p. 4.

Remember: You are trying not only to eliminate the snacks of the other player from the board but also trying to get as many snacks as you can to the opposite row (the "king row" in checkers) in order to get 10 points for each of these.

The players receive:

5 points for each food left on the board at the end of the game.

10 points for each food that safely reaches the back row of the opposite side without being removed from the board. Once snacks have reached the opposite row of the board they must remain there throughout the rest of the game.

The winner is the one with the most total points.

Learning may be enhanced if teacher calls attention to which are the "winning snacks" and which ones were "knocked out" when challenged. Some attention to analyzing the contents of the usual vending machines might be fruitful.

VITAMIN VALUES

Bea Bagby

Game Objectives:

To help players to recognize

- the nutrient value of fruits and vegetables.
- the situations affecting diet balance.
- the Vitamin A and Vitamin C values of different fruits and vegetables.

This game was designed for young 4-H club members but may also be used with other groups.

Equipment:

Playing Board with 49 squares, 35 squares containing names and pictures of fruits and vegetables with Vitamin A and Vitamin C values indicated. The other 14 squares are "traps" or delays as shown.

Sixteen Playing Pieces, 4 each of 4 different colors (little squares of colored paper will do).

A die



A close up of the playing board and the box which contained the game.

Rules of play: (2 to 4 players)

Each player takes four playing pieces of one color. Players roll the die and the one having the highest number goes first.

The first player rolls the die. Counting the starting place as one, he moves one of his pieces the number of spaces shown on the die, following the direction arrows in each row. Whenever a playing piece lands in a trap it stays there and *cannot be used the rest of the game.*

When a playing piece lands on a food square, the player marks his score on the score sheet, marking through as many squares in the Vitamin A section as the number by the A and as many squares in the Vitamin C section as the number by the C. These numbers represent the % of the RDA for that vitamin which one serving of the food

provides. (See "Nutrient Values of Common Foods in Per Cent of RDA" reference on page 4.)

Players follow in turn.

After losing a playing piece in a trap, a player on his next turn may start a new playing piece. No player may have two of his playing pieces in play at the same time.

More than one player may occupy the same square at the same time.

When a player has lost all four of his playing pieces in the traps, he is out of the game.

If a player moves a playing piece to the end of the board, he may start with that piece at the beginning again.

Winning the Game:

The first player to check all 100 squares for both Vitamin A and Vitamin C is the winner. That means he has landed on foods which provide 100% of the RDA for both of these vitamins.



Workshoppers enjoyed playing Vitamin Values with creator Bea Bagby (second from right).

Vitamin Values Score Sheet

Fruits and
Vegetables
Won

A

C

CONTENT OF SQUARES ON VITAMIN VALUES BOARD

START (each square represents one serving)

TRAP: Ate too much candy!

Squash (light summer). A-8, C-19.

Turnips, A-0, C-31.

DELAY: Too close to dinner!

Bananas, A-5, C-22.

Prunes (Dried and Cooked), A-19, C-2.

Watermelon, A-50, C-55.

Pineapple, A-1, C-15.

TRAP: Too tired to eat.

Cherries, A-17, C-11.

DELAY: Time to set the table!

Tomato juice, A-19, C-35.

Beets, A-0, C-6.

Lettuce (Iceberg), A-4, C-7.

Peaches (fresh), A-26, C-13.

TRAP: Filled up on jelly sandwiches.

Pear, A-0, C-4.

Grapefruit, A-0, C-80.

Raisins, A-0, C-1.

TRAP: Too excited to eat!

Cabbage (raw), A-1, C-30.

DELAY: Time to wash for breakfast!

Potatoes (boiled or baked), A-0, C-36.

Celery, A-2, C-8.

Tomatoes (fresh), A-33, C-76.

Grapes, A-1, C-3.

Carrots (raw), A-110, C-7.

TRAP: Ate just before dinner!

Asparagus, A-12, C-34.

Applesauce, A-1, C-3.

TRAP: Ate crackers all afternoon.

Tomato Soup, A-20, C-22.

TRAP: In too big a hurry to eat!

Apple, A-1, C-5.

Orange juice, A-5, C-113.

DELAY: Time to put the food on the table!

Strawberries (fresh), A-1, C-80.

Fruit Cocktail, A-4, C-5.

Spinach, A-144, C-22.

DELAY: Just five minutes to dinner!

Baked Beans, A-3, C-5.

Broccoli, A-39, C-127.

Cucumber, A-0, C-11.

Green Beans, A-7, C-9.

Orange, A-5, C-120.

Corn on the Cob, A-6, C-13.

TRAP: Not enough time to eat!

Peas, A-11, C-20.

NUTRIENT ORDER

Patricia T. Davis

Purpose: To help players learn the food sources of certain nutrients.

Object of the Game: Each player tries to line up his ten cards in an order of low to high in nutritive value in relation to what nutrient card is turned up at the beginning of each hand.

Number That can Play: 2, 3, 4 or as partners

Supplies for the Game:

Deck of 60 Food Cards: Each card has the name of the food, size of serving and the number of calories per serving.

Set of 8 Nutrient Cards: One card is to be turned up for each game or hand.

Racks: Each player will need a rack* to hold his ten cards so that the other players cannot see what they are.

Score Sheet: Each player will record his score after each hand.

Procedure for Playing Nutrient Order:

1. Dealer shuffles all food cards. Each player is dealt 10 cards. All cards remain face down until each player has been dealt all 10 cards. The remainder of the cards are placed face down in a pile and the top card is turned up and placed beside the deck.
2. Dealer turns up one card from the nutrient deck. This card will determine what nutrient the players are working for during that game.
3. Each player has in front of him a rack that is numbered from 1 to 10. Ten represents the food with the highest nutritive value.
4. Each player is allowed to turn up his cards one at a time and decide where he will place it on the rack in relation to its value for the nutrient being played for. He may not turn up a second card until he has placed the first card on the rack.
5. If any player has his 10 foods in the correct order, he is declared the winner. This is extremely unlikely so play continues as follows.
6. The player to the left of the dealer is first. He may select the top card from the deck or the card that was turned up and substitute it for any food in his rack, or, if he prefers, discard it.
7. Each player continues in this manner until a player feels he has his foods in a correct order from high to low in nutritive value of the selected nutrient. At this time the player calls "Nutrient." The dealer has a guide that he can check to see if the cards are in the

*Racks can be made with file folders. Cut 1 inch strips off non-folded edge and attach with tape or glue or form pockets to fit cards into.

correct order. The guide is not to be looked at until a player calls "Nutrient." (Such a guide may be the chart, "Nutrient Values of Common Foods in Per Cent of RDA," see p. 4.)

8. If the player is correct, he receives 10 points plus a bonus of 5 for being first. Other players receive 1 point for each card in order. Cards out of order are removed before counting score. If the player calling "Nutrient" is incorrect, 10 points are taken from his score and the game continues until someone else can call "Nutrient."
9. The next game may be played for a different nutrient and continued until all nutrient cards have been turned up. Or the same nutrient may be used for several games. For beginners, the latter is probably preferable.

Solitaire Version

A player may use this game as a self-teaching aid by selecting a nutrient card and then drawing 10 food cards. He tries to put these cards in order from high to low as above. Then he may draw from the deck a maximum of 6 times and make substitutions for the foods in his rack. Once he has his foods ranked, he may check himself by looking up the foods on a nutritive value chart and counting his score.

EMPTY CALORIE OLD MAID

Isabel Rafferty

Equipment needed:

A deck of 35 food cards, each containing name and picture of a food and the amount of one serving. Calories may also be included. Three of these food cards should be empty calorie foods (e.g., coke, candy, salad dressing, coffee, tea, jelly, etc.). The other 32 should include 4 each of foods containing 10% or more of the RDA for each of the 8 common nutrients: protein, calcium, iron, Vitamin A, thiamin (B₁), riboflavin (B₂), niacin, and Vitamin C. Of course some foods will be good sources of several of these nutrients. In that case they can combine in different ways.

A chart to check nutritive values as play proceeds and players are challenged (e.g., "Nutrient Values of Common Foods in Per Cent of RDA," see p. 4).

Rules of play:

1. Shuffle and deal all food cards to players. If 5 players, each player receives 7 foods. If one player is dealt more foods than others because of uneven numbers, that player gets first turn.
2. Each player tries to group foods rich in a common nutrient to make a book of 4 foods.
3. Going clockwise each player draws 1 card from player on his left always trying to make a book of 4 foods rich in a common nutrient.
4. When player has a book he places it face up on the table in front of him.
5. Other players may challenge if they do not agree.
6. Players use charts *only* to check when challenged.

Scoring:

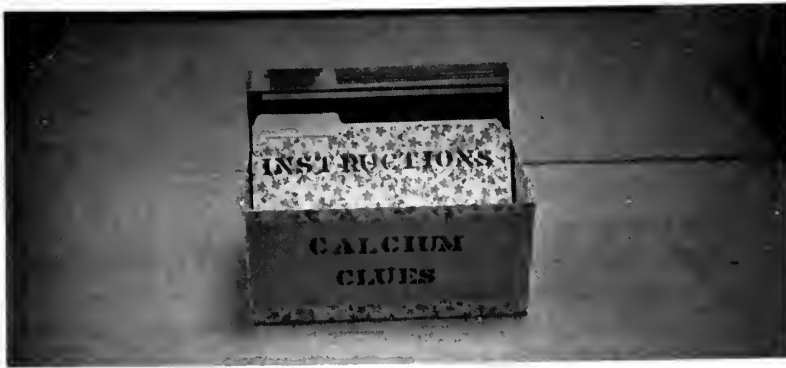
- +5 points for each correct book
- +5 points for going out first (i.e., getting rid of all food cards in hand)
- 5 points for each of the 3 empty calorie cards players are left holding and -1 for any other card player is left holding
- 3 points from one being challenged if challenger is correct
- 3 points from challenger if challenger is wrong

Player that reaches 100 points first is winner.

SELF-TEACHING KITS

One means of individualizing instruction is to have available a variety of Self-Teaching Kits which students can use according to their own needs and at their own pace. In order to serve all, the reading level should be fairly low. They can be used in or outside of class and may be particularly useful when students have been absent, or when a student asks a question about something the rest of the class is not particularly interested in at that time.

Kits can take various physical forms. One team of workshopers, Pam Block and Penny Scharf, produced one with a box of file folders as shown in photograph below.



Other examples follow. The first one can be contained in a single file folder or flat box. Other Self-Teaching Kits are available from the *Illinois Teacher* office. Other sources of individual learning packages include the American Home Economics Association and the Home Economics Education Association of NEA.

For our purposes we have used the following working definition of a Self-Teaching Kit: An assembly of materials through which an individual learner, with little or no assistance, may pursue an educational objective. It may offer a variety of means through which the learner may achieve the objective; among these are possibilities such as a solitaire adaptation of a game, a simulation of a life situation, etc. It usually contains means of self-evaluation.

The Kit below (which requires the use of a chart, as noted, and could also utilize the Food Models of the National Dairy Council) was prepared for lower secondary students but might be used with other groups as well.

CALCIUM AND BODY HEALTH

A Self-Teaching Kit

Sister Julia Rdzak

I would like to think that you are rather proud of what you have learned about Iron. Perhaps, we can interest you in studying another important mineral that is essential for body health, namely, calcium.

Have you ever dreamed of being a model? Every teenage girl envies the beautiful smile and elegant body posture of the model in her many photographed positions. Many of the exotic fashions she models usually take second place to the beautiful and healthy body it adorns. I'm always forced to believe that the outside beauty of a model is the happy result of what went into the body to develop this healthy glow.

Calcium can be a tremendous nutrient in helping you to achieve that beautiful smile and strong, healthy body structure that will be the foundation for the poise and posture you ordinarily dream about.

At this time we should give "Elsie the Cow" full credit for what she advertises about her dairy products. Milk certainly ties in very closely with the health of our bones and teeth. It is one of our best foods in giving the body a good supply of calcium with every glass we drink.

Although calcium is chiefly concerned with the health of our bones and teeth, it would be well at this point to study a bit more about this mineral. So, let's go on a CALCIUM HUNT to discover some new and surprising facts about the other jobs it has to do in the body. Then too, we would like to learn how much we need daily and what kind of food gives us the best supply to help us meet our needs.

* * *

PART I: WHY?

What really happens to a body that does not get the supply of calcium it needs? What would you tell your friends if they had asked you WHY DO WE NEED CALCIUM? Scientists who work with foods and experiment with animals have found that people who do not have enough calcium in the body

- ... may develop soft bones and teeth.
- ... may have difficulty in mending broken bones.
- ... may have trouble in the clotting of blood when they have an open wound.
- ... may have trouble with their muscles, especially with the proper beating of the heart.
- ... may not have healthy nerves.

I hope this list has made you stop and think of how important calcium is to your body. Calcium is needed to do many different jobs for us. People of all ages may suffer in health if they do not bother to eat foods that offer calcium to the body. The calcium found in foods helps

to build strong, sturdy bones and teeth, helps our blood to clot well, helps us to have healthy muscles and nerves, and also helps us to repair and replace used bone tissue, as well as, repair broken bones. If children do not get enough calcium in their growing years, their bones and teeth may not grow correctly and they may possibly be disfigured for life.

PART II: HOW MUCH?

Since calcium has so many jobs to perform, just HOW MUCH is needed to keep the body healthy? Scientists say that growing children need more calcium than adults. Teenagers need lots of calcium too; they are still growing. Adults need calcium. A pregnant woman seems to need the most, almost 50% more than the Recommended Daily Allowance which she needed before she became pregnant. And, lastly, older people also need their supply every day. Perhaps, an example of a typical family will help to show the calcium needs for each one. The Jones family consists of:

Mrs. Jones	(housewife)
Mr. Jones	(auto mechanic)
Cindy Jones Olson	(pregnant--married to Pete Olson who is in the Army overseas)
Tom Jones	(17 yr. old--football athlete)
Nancy Jones	(4 yr. old toddler)

MRS. JONES has the busy task of being a housewife and mother. She needs about 0.8 gms. of calcium daily. She is fully grown and, therefore, needs enough calcium to keep her bones in healthy repair. The calcium she gets from her foods also helps keep her nerves and muscles healthy, and to help her blood to clot well whenever she receives an open wound.

MR. JONES is a fully grown adult whose calcium needs are about the same as his wife's. Some of the risks involved in his auto shop may include tension, bruises, cuts, etc. The calcium he gets from the foods he eats helps him keep his bones, nerves, muscles, and blood in good working order.

CINDY JONES OLSON is pregnant. She will need lots of calcium. The developing baby needs calcium to build strong bones and teeth. Cindy must provide this calcium from the food she eats. She also needs enough for herself to keep her body healthy. If Cindy decides to breast feed her baby after it is born, she will have to increase her calcium intake so that she can provide milk that is rich in calcium. The baby will continue to grow and form strong bones and teeth in his body from the good milk Cindy will feed him daily.

TOM JONES is a top football player at Washington High. His body certainly needs strong bones and muscles for the work he must do for the team. Since he is still growing and burning up much energy on the football field, his calcium supply should be rather high. He must get almost twice as much as his mom or dad.

NANCY JONES is a 4-year-old toddler. Her appetite is fair as it compares with her growing stage. Nancy is still growing and so she

depends a lot on her daily diet of calcium foods to provide her with the necessary calcium requirements for normal growth. Her calcium needs are slightly higher than Mr. or Mrs. Jones.

GRANDMA JONES (whom we forgot to mention before) is 78 years old. She stopped growing a long, long time ago. The doctor told Grandma she needs calcium in her daily diet also. Her bones still continue to do their repair work of used bone tissue. If Grandma neglects her calcium intake, she may have some difficulty in mending her bones if she should have a bad fall. Grandma needs almost as much calcium as Mr. or Mrs. Jones.

PART III: WHERE?

Most of you have probably heard that milk is one of the best sources of calcium. You are right. As a matter of fact it would be very hard for you to get enough calcium for your daily requirements without milk or foods made from milk.

- A. Look at the following list of food. Are you able to select the foods which contain calcium? Place an X to the left of each food item which you believe to contain at least 10% of the RDA for calcium.

- | | | | |
|----------|--------------------|-----------|-----------------|
| 1. _____ | Tomatoes | 6. _____ | Ice cream |
| 2. _____ | Turnip Greens | 7. _____ | Corn |
| 3. _____ | Crackers | 8. _____ | Cottage Cheese |
| 4. _____ | Buttermilk | 9. _____ | American cheese |
| 5. _____ | Choc. Milk pudding | 10. _____ | Pickles |

How many did you get right? Do you feel you need to know more about foods which have calcium? You are already familiar with our blue booklet, NUTRITIVE VALUE OF COMMON FOODS IN PER CENT OF RDDA.* It is time now to go on a CALCIUM HUNT to see what foods have a good percentage of the calcium that our body needs every day.

- B. Look at the Milk and Milk Products Group--pp. 1-2. List the individual serving of foods that have 10% or more of the body needs for the day. Try to arrange the foods according to their highest % level.

	Food	Amount of a Serving	% of Calcium
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____

*Available from *Illinois Teacher* office for \$1.00.

	Food	Amount of a Serving	% of Calcium
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____

The milk group certainly has a great showing of RDA % levels. I'm sure you're pleased about the ice cream's contribution of calcium. Also take note that skim milk loses no calcium supply after the fat has been removed from the milk.

C. Look at the Meat & Egg Group--pp. 3-5.

You will be surprised where calcium can be found in this group. List the individual servings that supply 10% or more of the calcium needs for the day.

	Food	Serving	% of Calcium
22.	_____	_____	_____
23.	_____	_____	_____
24.	_____	_____	_____

D. Where do you suppose the calcium is found in the pizza?

25. _____

E. Look at the Vegetable Group--pp. 6-10.

List the vegetables that are above the 10% level of our daily calcium needs.

26.	_____	_____	_____
27.	_____	_____	_____
28.	_____	_____	_____
29.	_____	_____	_____
30.	_____	_____	_____

Did you notice that the vegetables that have the highest amount of calcium are the deep green vegetables?

F. Look at the Fruit Group--pp. 11-13.

List the fruits that are above the 10% level of our daily needs.

31.	_____	_____	_____
32.	_____	_____	_____
33.	_____	_____	_____

G. Look at the Bread and Cereal Group--pp. 14-17.

Do you suppose this group has much calcium? List the foods over and above the 10% level.

34.	_____	_____	_____
35.	_____	_____	_____
36.	_____	_____	_____
37.	_____	_____	_____

- H. Why do you suppose the foods that you have just listed have a fair % of calcium in them? What food high in calcium was used to prepare these breakfast breads and pie?

38. _____

- I. A study of the different food groups certainly gives us a clear picture of where the best food sources of calcium lie. What two food groups offer you the best RDA % level of calcium per serving for a *single food* item?

39. _____

40. _____

- J. Once again do not overlook those foods which offer less than 10% of calcium requirements. Eating 2 or more servings of certain foods may help us meet our daily needs. Most food scientists also agree that calcium needs for the day would be very difficult to meet without foods from the milk group. Therefore, eating certain foods from the milk group, some foods from the deep green vegetables, plus food made with milk products offer you a safe measure of getting the calcium your body needs to do its important work in the body.

* * *

GO ON TO THE NEXT PAGE. YOU WILL FIND A SHORT SELF-TEST TO SEE HOW MUCH YOU HAVE LEARNED ABOUT CALCIUM. AFTER YOU HAVE FINISHED, CHECK YOUR ANSWERS WITH THE ANSWER KEY.

WHAT I HAVE LEARNED

1. Write in the blank the letter of the phrase which best describes the calcium needs of each of the Jones family members.

- | | |
|----------------------------|---|
| 1. _____ Mr. & Mrs. Jones | a. Needs much calcium to produce rich milk in order to feed her baby. |
| 2. _____ Grandma Jones | b. Needs an average amount of calcium to repair and replace used bone tissue. |
| 3. _____ Nancy Jones | c. Needs much calcium for strong bones and muscles to take the strain of heavy exercise and sports involvement. |
| 4. _____ Tom Jones | d. Needs much calcium to supply her own body needs as well as the baby needs for the formation of strong bones and teeth. |
| 5. _____ Cindy Jones Olson | e. Needs an average amount of calcium so that her bones do not become brittle and break easily. |
| | f. Needs more than an average amount to build strong bones and teeth while she is growing. |

2. List three foods that have over 10% of calcium per serving in the following food groups.

Milk	Vegetables	Bread & Cereals
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Calcium has many jobs to do in the body. Are you able to list at least three of them?

- a. _____
- b. _____
- c. _____

4. Place an X to the left of the best food source of Calcium in each of the food groups below.

- | | |
|-----------------------|---------------------|
| a. _____ ice cream | d. _____ milk |
| _____ sour cream | _____ coffee |
| b. _____ pork sausage | e. _____ crackers |
| _____ chili | _____ pancakes |
| c. _____ broccoli | f. _____ tomatoes |
| _____ corn | _____ turnip greens |

ANSWER KEY

WHAT I HAVE LEARNED

1.

1. b
2. e
3. f
4. c
5. a-d

2.

Milk	Vegetables	Bread & Cereal
<u>Skim Milk</u>	<u>Collards</u>	<u>Pancakes</u>
<u>Buttermilk</u>	<u>Mustard Green</u>	<u>Waffles</u>
<u>Cocoa</u>	<u>Okra</u>	<u>Cornbread</u>
Puddings	Spinach	Custard Pie
Custard Baked	Turnip Greens	
Whole Milk		
American Cheese		
Cottage cheese		
Ice Cream		

3. Possible answers:

Healthy growth
 Build strong bones and teeth
 Help mend broken bones
 Help in the clotting of blood
 Healthy muscles
 Healthy nerves
 Repair and replace used bone tissue

4.

- | | |
|-------------------------------|----------------------------|
| a. <u> X </u> ice cream | d. <u> X </u> milk |
| <u> </u> sour cream | <u> </u> coffee |
| b. <u> </u> pork sausage | e. <u> </u> crackers |
| <u> X </u> chili | <u> X </u> pancakes |
| c. <u> X </u> broccoli | f. <u> </u> tomatoes |
| <u> </u> corn | <u> X </u> turnip greens |

ANSWER KEY

OUR BODY NEEDS CALCIUM

PART III: WHERE?

- A.
- | | | | | | |
|----|---------------|--------------------|-----|---------------|-----------------|
| 1. | <u> </u> | Tomatoes | 6. | <u> X </u> | Ice Cream |
| 2. | <u> X </u> | Turnip Greens | 7. | <u> </u> | Corn |
| 3. | <u> </u> | Crackers | 8. | <u> X </u> | Cottage cheese |
| 4. | <u> X </u> | Buttermilk | 9. | <u> X </u> | American cheese |
| 5. | <u> X </u> | Choc. Milk Pudding | 10. | <u> </u> | Pickles |

B. Milk Group:

	Food Item	Serving	% of Calcium
11.	Skim Milk	1 c.	37%
12.	Buttermilk	1 c.	37%
13.	Cocoa	1 c.	37%
14.	Milk Pudding	1 c.	37%
15.	Custard Baked	1 c.	37%
16.	Whole Milk	1 c.	36%
17.	Milk Pudding Choc.	1 c.	31%
18.	American Cheese	1 slice	25%
19.	White sauce	1/2 c.	18%
20.	Cottage Cheese	1/2 c.	14%
21.	Ice cream	1/2 c.	12%

C. Meat & Egg Group:

22.	Chili	1 c.	10%
23.	Pizza	1/8 14"	13%
24.	Salmon including bones	3 oz.	21%

D. 25. In the cheese

E. Vegetable Group:

26.	Collards	1/2 c.	18%
27.	Mustard Greens	1/2 c.	12%
28.	Okra	8 pods	10%
29.	Spinach	1/2 c.	13% (But oxalic acid in spinach
30.	Turnip Greens	1/2 c.	16% makes calcium unusable by the body)

F. Fruit Group:

31.	—	—	—
32.	—	—	—
33.	—	—	—

G. Bread & Cereal Group:

34.	Pancakes	3 1/2 cakes	25%
35.	Waffles	1	22%
36.	Cornbread	1 muffin	12%
37.	Custard Pie	1 sect.	16%

H. 38. Milk was used

I. 39. Milk Group

40. Vegetable Group

VITAMIN C KIT

Pamela Moses

Materials Needed:

One photograph album that has heavy plastic sheets in which typed pages of questions can be inserted.

Brass brads

One battery

One small light set up so that it may work with a direct current to the battery.

Copper wire to assemble the project, including connecting brads of question and correct answer on underside of sheets.

Two pieces of hard metal to hold the battery in place for use in lighting the bulb.

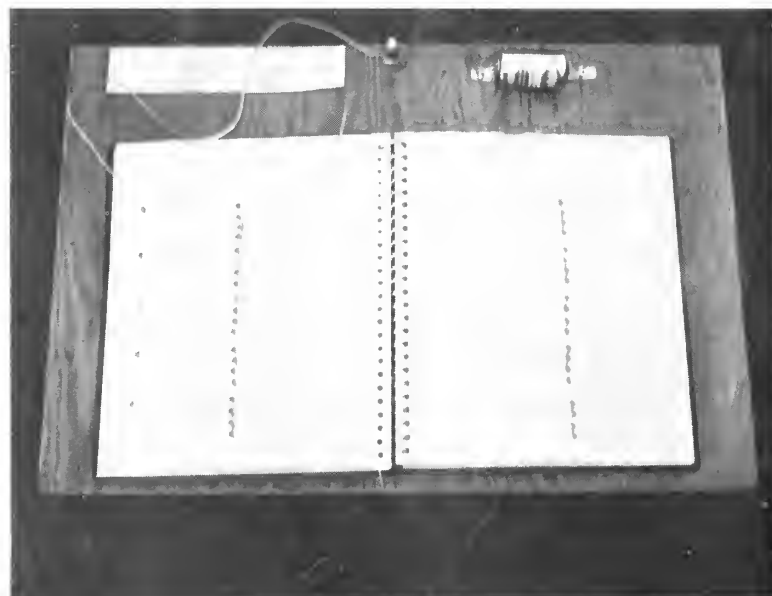
Board to assemble the light and battery

Multiple choice questions on Vitamin C

To use the kit:

Learner reads question and selects answer. He places one wire on the brass brad beside the question and the other wire on the brad beside his chosen answer. If his answer is correct, the light goes on. If not, he tries again.

This kit was set up to reinforce the learner immediately. It could be used for many different types of questions as well as many nutrients.



REFERENCE MATERIAL

Another way to individualize instruction is to provide the kinds of reference materials the students can utilize on their own when their curiosity stimulates questions. One Wyoming workshopper, Nancy Smithson, took a new approach to this problem and developed a "My Box" which can be extended as needed. In a recipe file-type box with dividers labeled My teeth, My blood, My cells, My brain, My bones, My nerves, My weight, My skin, My heart, etc., she inserted cards with relevant information written in simple language. Cross references were abundant, for example from teeth to bones since both need calcium, and she also cross-referenced to the Inside Information which categorizes information according to nutrients (see *Illinois Teacher*, Vol. XV, No. 3, pp. 131-132).

As students use, or make their own, "My Box," they can add pertinent information and note the sources. Those who have had failure experiences with books may find this an interesting and different way to read and secure needed information.



THE QUIZ AS A TEACHING TECHNIQUE

We most often think of quizzes and tests as a way of evaluating learning, but they can also be used to teach. Who is not stimulated to try to answer the newspaper quizzes that appear on every conceivable subject in the Sunday magazine section? Who is not more curious about the subject presented than he was before he saw the quiz? Who is not motivated to check his answers and read the discussion provided with the key?

Why can't we use this same idea in our own teaching? Janice Wilson did, in the Illinois workshop, as a part of her lesson on her chosen nutrient, phosphorus. Her lesson also included group work to sort food models according to their content of phosphorus, and she served a dish rich in phosphorus (and provided the recipe) as a finale.

Here is her quiz with key.

Mark each item true or false. If false, change to make true.

True	False	
<u> </u>	<u> X </u>	1. Phosphorus is most closely related in its work in the body (calcium) to manganese.
<u> X </u>	<u> </u>	2. Some phosphorus is excreted unabsorbed in the feces.
<u> X </u>	<u> </u>	3. Serum phosphorus level is controlled by the parathyroid hormone, and renal tubules can either conserve phosphorus and return it to the blood or they can excrete it in the urine.
<u> X </u>	<u> </u>	4. Over 80% of the phosphorus in the body is found in the bones and teeth. (all)
<u> </u>	<u> X </u>	5. Phosphorus is contained in few other body cells.
<u> X </u>	<u> </u>	6. Phosphorus is an essential component of the genetic code proteins DNA and RNA.
<u> X </u>	<u> </u>	7. Phosphorus deficiency in humans is not common.
<u> X </u>	<u> </u>	8. Main function of phosphorus in humans is in metabolism process of CHO, fat, and protein.
<u> X </u>	<u> </u>	9. Phosphorus helps maintain the acid-alkali balance of the blood.
<u> X </u>	<u> </u>	10. Meat, milk, and eggs contain substantial amounts of phosphorus.

NUTRIENT PHOSPHORUS

Janice Wilson

Objectives:

Students will be able to:

1. Identify important functions of phosphorus in human body.
2. Choose good food sources of phosphorus, given a choice of foods.
3. Recognize interrelationships of calcium, phosphorus, vitamin D and parathyroid hormone in bodily functions.

Content:

1. Phosphorus is one of the essential minerals in the human body. It occurs in relatively large quantities in the body and is necessary ingredient of every single cell in the body.
2. Phosphorus is closely related to calcium, both in food sources, and in interrelated functions in the body.
3. Phosphorus is widely available in foods and a shortage in typical U.S. diet is not common.
4. Best dietary sources are meat, milk, cheese, egg yolk, whole grain cereals, legumes and nuts.

Technique:

- A. Ten question pretest for student's own use, to engage their attention and interest in what and how phosphorus acts in the body.
 - B. Discussion of quiz, bringing out pertinent facts about phosphorus.
 - C. Sampling of Cheese Souffle Bread, a high phosphorus snack food. It is also a good source of calcium, protein, thiamin, riboflavin, and vitamin A. It contains some iron, but not a great amount.
 - D. Summary of lesson:
1. One group of students will choose the food highest in phosphorus from each set of three food models below. (Correct answer is underlined.)
 - a. Macaroni and cheese, gelatin, roll with butter
 - b. Coke, tomato juice, milk
 - c. Pear, broccoli, potato
 - d. Eggs goldenrod, beef and vegetable stew, lunch meat sandwich

2. Another group will choose the seven foods highest in phosphorus from the following food models. (Correct answers are underlined.)

Sweet roll, peanut butter sandwich, cherry cottage pudding, layer cake, baked beans, jello, milk, hamburger on bun, soft drink, apple pie, coffee, ice cream and sponge cake, carrot-cottage cheese salad, cupcake, lettuce and tomato, butterscotch pudding, cheese

3. A third group will choose the six breakfast foods highest in phosphorus from the following food models. (Correct answers are underlined.)

Coffee with cream, toast, cornflakes, grapefruit, apple, banana, corn muffins, milk, butter, egg, cocoa, orange, shredded wheat

4. Each group will explain their choices and see if the rest of the class agrees with their reasons.

Bibliography

- Martin, E. A. *Nutrition in Action*. pp. 135, 137, 141, 143, 211.
Williams, Sue Rodwell. *Nutrition and Diet Therapy*. Mosby Co., St. Louis, 1969, pp. 124-126.
Wayler and Klein. *Applied Nutrition*. Mcmillan Co., New York, 1965, pp. 227, 232, 182.

VISUAL AIDS THAT TEACH

Visual "aids" can be either a help or a hindrance depending upon where and how they are used and who prepares them. If students prepare an exhibit to share their learning with others, their own learning is likely to be enhanced.

If the poster or bulletin board stimulates curiosity and sends learners looking for answers, it may be a real aid.

Sometimes visual aids detract by taking attention away from the subject and onto themselves. (Have you ever forgotten what a speaker was saying because you were so worried that the pieces would fall off his flannel board?) And sometimes they detract because they concoct weird analogies that do not make sense. But often they are helpful in providing opportunity for the learner to use two senses instead of one.

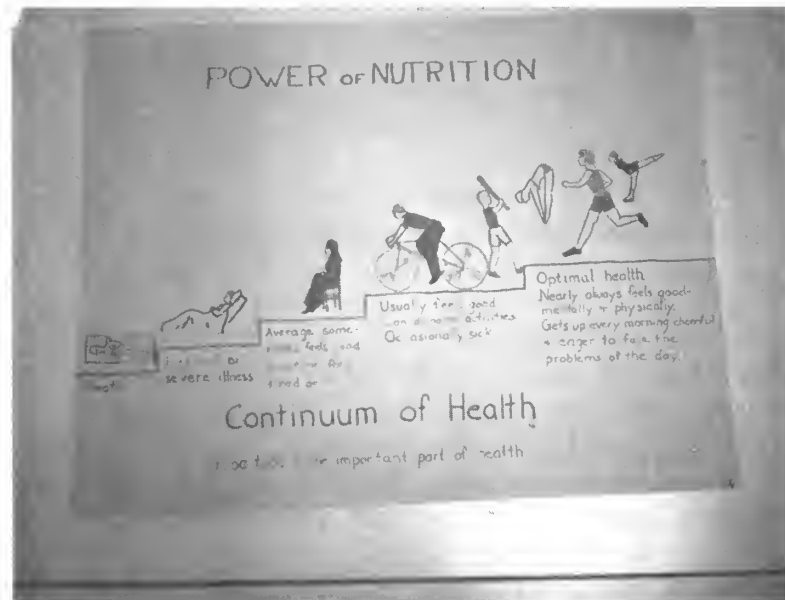
In the workshop one optional assignment was to produce "a visual aid that teaches without a teacher." This one was not meant merely to attract interest or to accompany a teacher presentation. It was to *teach*. We imagined ourselves called away from class and the students left to learn from our visual aid. Ideally, such aids should involve the learner in doing something, e.g., answer a question and lift a panel to see if his answer was correct.

The examples below vary in purpose and in effectiveness but may stimulate you to do some that are even better.

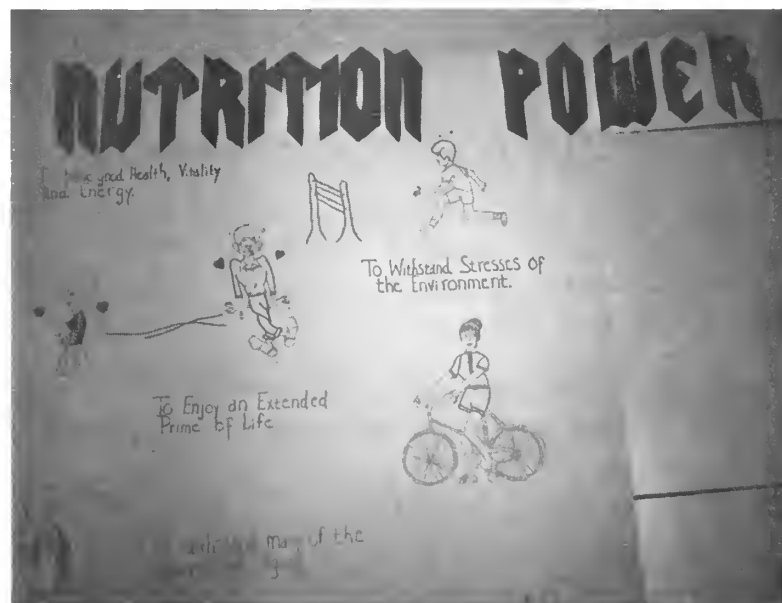
THE POWER OF NUTRITION

We often think of (and teach) nutrition in a negative way--deficiency diseases and the like--but we wanted to be positive. What does good nutrition enable us to *do*? What is optimal health? It is not enough to avoid illness; we want to be full of vigor.

Two workshopers tried posters on this subject. Neither was completely satisfied with her result, but they are suggestive of important ideas. (See next page.)



Janice Wilson wished that the bicycle and runner had been turned the other way (rather than toward the coffin!) but the idea is clear.



Florida Morris suggested some good ideas too.



Chris Lewis dispelled some myths about Vitamin E and provided some correct information.



Michele Weith suggested a relation between nutrient values and food storage. Foods could be hung on the "proper" hooks and "correct" answers checked with a key. A sackful of "groceries" at left did not get into the picture.



Sister Julia Rdzak answered some questions about fats and heart disease.





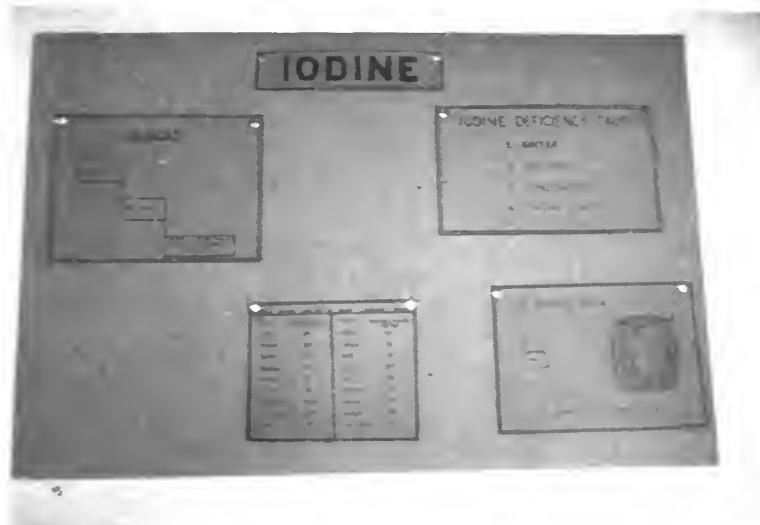
Jane Shouse provided a wheel to spin so we could learn more about Vitamin A.



Fran DeMaris tells us some what's, where's and why's about iron.



Kobkaew Sriwaranard from Thailand suggests the interrelationships of nutrients.



Vijaya Shamier from India reminded us of the importance of iodine and the need for iodized salt.



Sister Janice Greenwood made clear the increased nutrient needs during pregnancy.

JAN 11 1973

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HUMANENESS AND HOME ECONOMICS IN THE SECONDARY SCHOOL

CONSUMER EDUCATION AND THE QUALITY OF LIFE

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Vol. XVI, No. 2, November-December, 1972. Published five times each year.
Subscriptions \$5 per year. Single copies \$1. Special \$3 rate for student
subscriptions when ordered by teacher educator on forms available from
ILLINOIS TEACHER office. This policy has been clarified so that both
undergraduate and graduate students are eligible for the special student
rate.

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FOREWORD

This issue of the ILLINOIS TEACHER is devoted to an exploration of the topic "Consumer Education and the Quality of Life" as it relates to the broader theme of "Humaneness and Home Economics in the Secondary School." The issue was organized to focus on four categories: Ideas, Individuals, Institutions That Serve Individuals, and Instruction.

Our focus on ideas is keynoted by Hazel Taylor Spitze's article "Consumer Education and Humaneness." David Hendrix's article, "A Critical Component for Humanizing Education: The School Principal," is a follow-up on a question we posed to our readers last spring. The question, "The most human administrator I ever met . . .," resulted in a variety of responses describing human administrators. One respondent said, "The most human administrator I ever met had understanding of, enthusiasm for, and an interest in the school, the teachers, the curriculum and the community. He was friendly, humorous, and sincere in his relationships with people." Another commented, "The most human administrator I ever met respected me as an individual, understood the problems of running the department, and kept the aims of the department in mind. She was always friendly and helped in any way she could to make things run smoothly." These two examples, along with the others we received, suggested to us that an exploration of the role of the school principal in establishing humane schools would be thought provoking. You may wish to share Mr. Hendrix's article with your principal.

Also included in our focus on ideas are "Some Thoughts on Humaneness," and a short list of suggested readings on humaneness for those of you interested in exploring the subject further. Dr. Charlotte Roderuck of Iowa State University discusses the relationships between "Nutrition and the Quality of Life," while Jane Myers, an Urbana home economist and homemaker who has become increasingly concerned with the destruction of our natural environment, explores ways the home economist can improve the quality of life by contributions to the Ecology Movement.

Individuals were our next focusing point, and through surveys we let them speak for themselves in two places in this issue. Also included is an article which discusses how home economics teachers might reach the male consumer.

Three institutions are next in the spotlight. John McAndrews describes the role of Legal Aid Services in helping low-income consumers. The procedures of the Small Claims Court are summarized and a short article describing the Major Appliance Consumer Action Panel completes this section.

Our final focus is on instruction. An article entitled "A Medicine Show for Consumers" suggests some possible content for a unit on over-the-counter drugs. The technique described in "Fiber Characteristics--A Basis for Consumer Choice" by Georgina Giese and Deborah Gentry was not originally prepared for use in teaching consumer education. We have included it in this issue because we think that understanding the performance

characteristics of fibers is essential in making satisfying consumer decisions regarding clothing and household textiles. We have included the complete set of charts with the reverse pages blank to enable the teacher to reproduce or remove them, mount them, color the bar graphs to add eye appeal, and have a useful teaching aid. Case studies are an ideal aid in teaching consumer education, and we have included a number of them covering a variety of consumer problems. Some activities which you may want to try in your consumer education classes are described, and the issue concludes with summaries of three teacher resources which you may wish to obtain.

Connie R. Sasse
Editor for This Issue

Note: We regret that there is an error in Number 1 of Volume XVI of the ILLINOIS TEACHER. Line one on page 57 should read: Each box represents 1% (rather than 1 serving).

CONSUMER EDUCATION AND HUMANENESS

Hazel Taylor Spitze

We have often been told that education should result in learning and that learning is changed behavior. If we accept this, then consumer education might be thought of as an effort to change consumers' behavior. But *should* we accept this definition of learning and this purpose for education?

In thinking through the definition and purposes of consumer education, what questions should we ask?

- (1) Does the educator have a right or responsibility to prescribe behavior for another consumer?
- (2) Is *any* "changed behavior" learning--whether positive, negative, or neutral?
- (3) Is changed behavior always *observable*?
- (4) Does consumer education tend to humanize or dehumanize?
- (5) Does present consumer behavior lead us toward increased or decreased humaneness?

Let's look at these questions in reverse order. What do we mean by humaneness? If we are measuring ourselves on a yardstick of humaneness, what is the unit of measure? Or, placing ourselves on a continuum of humaneness and non-humaneness, how do we label the extremities?

Webster tells us that if we are human we "have feelings and inclinations creditable to man" and that we "treat other human beings with kindness and compassion." He also notes that we are sympathetic with and do not feel superior to other men. In defining the opposite, he used words like cruel, ruthless, brutal, harsh, and destitute of kindness and tenderness. He contrasted human with lower animals, on the one hand, and with the superhuman or divine on the other.

Webster did not, in my unabridged edition, contrast man with machines, but perhaps we should give this some thought, too. When students say our schools are not human enough, they often complain that they are being treated like machines, or they feel that the administration and/or teachers are big machines under which they will be crushed or rolled out into one conforming sheet.

What Are Humanizing Schools?

When we hear a call, as we frequently do these days, for more humanizing schools, what is being requested or demanded? Can our present schools be described by the words above: cruel, ruthless, brutal, harsh, unkind, tough? What makes a school tender, compassionate, sympathetic, kind, and hence *human*?

Surely a school can be thought of as human only if the people in it have these human characteristics. If teachers and administrators are

cold and harsh, if they behave in ways that show toughness and lack of compassion, the students will doubtless behave similarly, and the whole climate will be dehumanizing.

If consumer education, as a part of the school, focuses on buying goods and spending money for self-satisfaction only, it may foster behavior that dehumanizes. If, on the other hand, the students in consumer education classes discuss *whether* to buy consumer goods, as well as when, where, and how; and if they consider *why* and *how much* to buy in terms of the effect on the larger society and the quality of the environment, then the effect may be more humanizing.

Learn to Live with Nature

It is fairly obvious to many people that some of our consumer behavior is going to have to change considerably if this planet is to remain habitable. These people, ranging from reputable scientists to nature-loving teenagers with long hair, suggest that we must learn to live as a part of, rather than an exploiter of, nature. They deplore the mountains of solid waste we leave for the garbage trucks to haul away, and they raise questions about where it can be hauled. They decry our polluted streams and the air too thick to breathe, and they ask why we value pink Cadillacs, electric toothbrushes, and guns more than clean air and clear water.

We hear predictions about the increased need for electric power in 1980 and 1990 and other predictions about the pollution that will result from the additional plants needed to produce it. We see equipment being manufactured with planned obsolescence and junk yards being piled high with not-very-old refrigerators, ranges, washing machines, and cars.

We see grass and trees disappearing and concrete covering our land. Consumer behavior, individually and collectively, is affecting environmental quality. Are we becoming more or less human as a result of these things?

What does the quality of life depend upon today? In a free society we can all choose our own criteria, and, to a point, we can make our own consumer choices to enhance the quality as we see it. But there are some things which we cannot have for ourselves, regardless of income, unless everyone else has them too--such things as public parks, clean air to breathe, freedom from excessive noise, and a chance to look at a beautiful view unobstructed by sign-boards along the highway. If we have these things, we are likely to feel more human.

Can Consumer Education Humanize?

These points are relevant to the next question we raised, "Does consumer education tend to humanize or dehumanize?" There are other considerations, too. Some would insist that consumer education is futile because the "system" places the consumer in a powerless position, and the more he realizes his powerlessness the more dehumanized he feels.

Even these critics would probably agree, however, that if consumer education helps consumers to organize themselves into cooperatives or unions and hence to increase their power, it can be helpful.

In a more positive vein, some would argue for consumer education because it can, if effective, enable one to get more for his limited income and help avert the dehumanizing effects of poverty. This may be especially true if the curriculum stresses protection from fraud, understanding of credit sources and uses, and the practical problems of buying food, clothing, and housing, since these items consume most of the income of the poor.

Equally as important as the content of a consumer education program, though, is the way in which it is taught. If students are told what to do, talked down to, treated with disrespect, embarrassed, or thought of as a part of the mass rather than as individuals, they will feel less human. They want to be involved in decisions, encouraged to work on their own problems, given opportunities for success experiences, and allowed to share. They don't want to be humiliated because they cannot read the assigned text nor pass the exam nor bring newspaper clippings from a home where there is no newspaper.

Can We Always Observe Learning?

The third question we raised was whether changed behavior is always observable. If our students in consumer education do not change their consumer behavior, can we say that they have not learned? An example might help us to see whether this definition of learning is adequate.

In 1963 Mr. X bought a new Chevrolet. It was a top-of-the-line model with four doors, a V-8 engine, and an assortment of extras including power brakes and air conditioning. He knew very little about automobiles, but his neighbor had such a Chevrolet, and the salesman made it sound enticing. He felt a little uncomfortable about having to make a decision involving so much money with so little knowledge, so he began to study. Over the next ten years he read manuals on cars, articles in *Consumer Reports* and the like, talked to many people, asked questions of and observed the mechanics when he had his car serviced, and even took a course in auto buying and care at the Adult Education Center. In 1973 he bought another new top-of-the-line Chevrolet with four doors, a V-8 engine, and an assortment of extras, including power brakes and air conditioning.

Since there was no observable behavior change, could we say there was no learning? Mr. X would say no. He had a sound base for his decision in 1973, and in 1963, by his own admission, he was "just plain lucky." His behavior in the two instances was decidedly different, but no outsider could observe it.

A similar thing could happen to a student in a consumer education class. Does this suggest any limitations of the "behavioral objectives" now in vogue? Or of the "measurable objectives" many are insisting upon? We need to evaluate, of course, but as some wise evaluators have

said, all that counts cannot be counted, and our measures may need to take this into account. Furthermore, if teachers are required to take their measurements immediately or at the end of the unit, they may avoid those objectives--usually the more important ones--for which they cannot obtain immediate results.

Is "Changed Behavior" Learning?

The next question, "Is *any* 'changed behavior' learning . . . ?" is a tough one. Changed behavior can be positive, negative, or neutral.

In the 1970 ASCD Yearbook, *To Nurture Humaneness* (p. 237), President Lowell of Harvard is quoted as having said, after watching an experiment in which worms learned a maze with the help of electric shock, "They have been changed by this Harvard course, but I can't say they are any better earthworms for having been at Harvard."

The same might be said of our students after having been in our high schools. Our aim surely is to have them become better people, i.e., more human, as a result of having been there. Our consumer education classes can be among the most relevant. Or they can be as neutral as the worms' learning of a maze they will never need to run again. Many students may feel very neutral about some of the things they are asked to learn, such as kinds of carpeting or dinnerware or furniture styles. The students' attitudes may turn to hostility rather than neutrality if they feel that their time is being wasted.

Changed behavior can also be negative as, for example, when a student learns about consumer goods that others are buying and he cannot afford, and he decides to turn to shoplifting.

Affective Objectives Needed

So, cognitive objectives are not enough. To help students become more human and more satisfied consumers, we need affective objectives, too. We need to help students express their feelings, respond to others' feelings in positive ways, and to recognize the sources of their feelings and values. We need to help them clarify and organize their values and to anticipate the consequences of holding the values they embrace. This is not to say that we should mold them to fit our own values nor tell them that certain ones are "right" or "wrong." Rather, I would see the educator's responsibility as "giving equal time" to the affective objectives and helping students discover conflicts in their values, as well as providing them with dependable, generalizable knowledge on which they can base their judgments and values.

And so, the above is my response to the remaining question raised earlier: Does the educator have the right or the responsibility to prescribe behavior for another consumer?

The *Guidelines for Consumer Education* of the state of Illinois (pp. 1-2) tell us that "consumer education implements the objectives

of general education, namely, to foster individual fulfillment and nurture free, rational, and responsible men and women, without whom our society cannot endure." Consumer education is defined as:

. . . the development of the individual in the skills, concepts, and understanding required for everyday living to achieve, within the framework of his own values, maximum utilization of, and satisfaction from, his resources.

If a person understands that his resources include time, skills, talents, government-provided goods and services, friends who share, etc., as well as his money income, and if he develops skills, understandings, and values, which enable him to utilize his resources, he can arrive at, or progress toward, a quality of life which is satisfying to him.

The Quality of Life as Seen by Youth

This quality of life will be seen in different ways by different people. The youth of Illinois who attended an American Medical Association-sponsored Conference on The Quality of Life identified eight priorities which they presented to the conference:

- (1) health education, including drug education and nutrition
- (2) sex education, including venereal disease, abortion, and birth control
- (3) emotional health services
- (4) emotional health needs of minority youth
- (5) emotional health needs of disabled youth
- (6) opportunities and services for leisure-time activities
- (7) improvement of the environment, including the need for a conceptual framework, stronger institutions, pollution-control curbs, monitoring and research, and a system of priorities, and
- (8) proper use of the communications media

Perhaps these priorities and the more specific recommendations which came from this conference (published by the Illinois Commission on Children, Room 1010 Myers Building, 101 S. Fifth St., Springfield, Illinois 62701) can provide some suggestions for our curriculum even in consumer education. How many consumer education programs are now incorporating helps for the consumer in evaluating television shows or magazines? Could a study of emotional health services be included in our consumer education curriculum? The various alternatives for consumption of leisure time could perhaps be incorporated into our programs.

Perhaps these priorities, established by the youth who attended this conference, can help point the way toward a curriculum which will be, and continue to become, even more relevant to the felt needs of our students. As our students study, explore, and probe these topics and others which are of vital interest to them, how can they help but become more human?

A CRITICAL COMPONENT FOR HUMANIZING EDUCATION:
THE SCHOOL PRINCIPAL

David F. Hendrix
Associate Principal
University High School
Curriculum Laboratory
University of Illinois

Out of a decade of proposed and attempted innovations and panaceas in education, has come a distinctly unique movement that has potential for effecting long sought, meaningful educational change--the movement, humanism.

Unlike the preceding or paralleling innovative schemes, the humanizing movement is not concerned with the introduction of new administrative "techniques" (e.g., modular scheduling); innovative instructional "hardware" and "software" (e.g., computer assisted instruction, team-teaching); or better learning packages (e.g., some popularly referred to as "teacher proof materials"). The humanizing of education is primarily concerned with effecting change that will help schools allow and assist each young person to grow toward full stature as a human being.

The major tenets of this concept can be readily seen in the following definition proposed by E. C. Funderburk,

A human school is one which attempts to stress the ideal psychological atmosphere for each student to learn in school--a place where a student can learn to like himself better, to understand himself better, to fit into society, to be able to work with others, and to be able to learn to learn in diverse ways in different fields. It is a place where he is not only free to learn but learns that freedom is not doing as he pleases--that freedom carries with it grave responsibilities--a happy place where there is order without regimentation, where there are teachers who have empathy--who do care--where there are curricula and methodology which stimulates the ability and disposition to learn, where the student has a feeling of worthwhileness and belonging, and where teachers and administrators dare to care and dare to act.¹

If the humanizing movement is to reach the potential it holds for truly meaningful change in education, all those involved in the educational process must play a constructive role. And perhaps no one component will play a more important role in determining the success or failure of this concept than the school principal. In his article, "The Principal: Still the Principal Teacher," John Jenkins points out the principal's importance in spite of the present ethos of change and

¹E. C. Funderburk, "Human School: A Definition," *NASSP Bulletin*, 56, 361 (February 1972), 16.

inquiry promoting the questioning of authority held by public officials. He states, "The behavior of the principal still determines what is honored in the school. What he chooses to honor will be honored in the school itself. The priorities he establishes in his own behavior will go far in establishing what is important in the minds of students, teachers, and community."²

The principal's role in affecting a humanizing school far transcends mere verbal support, and demands more than creating a facade of paternalism, politeness, one-big-happy-family-living, heartiness, and accompanying softsell influence and velvet glove control. For the crucial and primary role the principal must play is one of facilitating and creating a school climate and atmosphere conducive to the development of a human-centered education.

HUMANE TEACHERS: HUMAN SCHOOLS

There are many approaches a principal may pursue in creating an environment conducive to humanizing education for youngsters. The one that seems to hold the greatest potential is making schools a "good" place for teachers to work. As stated by Thomas Sergiovanni in his book, *Emerging Patterns of Supervision: Human Perspectives*, "Humanizing education, with its focus of self-actualization of youngsters can be achieved only in a humanizing organization which focuses on self-actualization of teachers and other educational professionals."³

Consider for a moment the over-all school climate, the role of the professional teacher, the nature of the educational program, and the school life of students in an educational environment based on the following principal's values and beliefs:

- (1) Human nature should be viewed as positively oriented;
- (2) Schools are organizations based on human resources and *must* meet human needs;
- (3) Human beings are willing and able to change when conditions permit and promote it;
- (4) Investment in a higher level of teacher growth is a legitimate end for the school;
- (5) Financial and in-service investments in teacher growth will return dividends in the form of more interested and growing students;
- (6) By meeting the needs of human beings, the school will best meet its own needs.

The following represent at least three manifestations of these

²John Jenkins, "The Principal: Still the Principal Teacher," *NASSP Bulletin* (February 1972), 32.

³T. Sergiovanni and R. Starratt, *Emerging Patterns of Supervision: Human Perspectives* (N.Y.: McGraw-Hill Book Co., 1971).

values and beliefs, and are sure to have a positive humanizing influence on the school.

The More Effective Allocation of Responsibilities

The role of the principal becomes one of educational leader as opposed to the instructional leader of the school. As John Jenkins points out, "Any number of recent surveys of how the principal spends his time reveals the uncomfortable fact that matters other than instruction take precedence in how he devotes his time."⁴ The fact that such things as budgetary matters, student activities, and public relations demand a greater amount of the principal's time is not a negative reflection, but points out the complexity of the role and the necessity of sharing school responsibilities. In addition, the knowledge explosion and rapid change in all fields force the principal to recognize he does not possess the competence necessary to be the instructional leader in the school, for certainly the professional teacher knows best and can make better decisions concerning the needs of students, program priorities, in-service needs, purchasing considerations and the like. The allocation of responsibilities is based on the level of competence, not the out-moded line/staff delineation.

The Creation of a Facilitative, Open and Human School Climate

This principal's values and beliefs assume that a reciprocity exists between teaching and learning, and subsequently, the quality and nature of the teaching fairly well determine the quality and nature of learning going on in the school. Thus, things which enhance the environment and the personal and professional growth and humanness of teachers, will enhance the learning environment and human growth of students. These values and beliefs see the teacher as the primary medium through which to humanize the school for students.

The Development and Enhancement of the Human Resources Available to the School

Teachers face two quite different levels of decisions in the course of their organizational lives in schools. The first level is where the teacher decides to join and remain a member of a school faculty. In exchange for this membership and its rewards (i.e., job security, income, position, sense of belonging, and the like) the teacher is expected to display at least minimum loyalty and meet at least minimum expectations. A decision by a teacher at the second level requires an exchange of services and rewards which, although more difficult to achieve, is more rewarding for both teacher and

⁴Jenkins, "The Principal," p. 33.

school. What a teacher does beyond the minimal expectations suggests the flavor of the second-level decision. The enormous increase in commitment involves an exchange made possible by humanizing rewards such as recognition of competency and autonomy, opportunities for increasing responsibilities and participation in decision-making, and opportunities for experiencing success.⁵

The benefits enjoyed by students and school as more teachers make the second-level decision, cannot be understated, and only in a humane environment can these second-level decisions be fostered.

IDEALISTIC OR REALISTIC?

"Won't work!" "Impractical." "Can't happen in real life." The above listed principal's values and beliefs are the basis of a unique humanistic staffing model currently underway at University High School in Urbana, Illinois, and are the personal values and beliefs of the school's principal, Anthony Gregorc. Under his leadership and the active participation of professional staff members, "Developmental Staffing" is becoming a reality, a reality where active professional involvement, extended lines of communications, and individual and group opportunities for increasing professional relationships exist as a part of the everyday functioning of the school. A humanizing environment is one in which a teacher expresses an interest in and a capacity for increasing his commitment to the school and its work, he receives more challenging opportunities and training for more responsible roles. To what end? It is toward a humanizing educational process involving satisfied and growing teachers returning dividends in the form of concerned, open, and growing students.

Humanizing Role of the Principal: Developmental Staffing

1. The principal's crucial task in developing a humanizing school is to create an environment encouraging inquiry, challenge, openness, and growth. The principal can no longer expect to control the entire educational process within a school building. Instead, he must begin to trust his teachers as an impetus to helping them place more trust in students.

2. The principal must encourage risk-taking. Teachers must feel safe to venture, to try new ideas, and admit their shortcomings. After all, the true nature of the teaching act is experimental. John Jenkins points out that the principal, through his influence, can assist teachers to "(1) think more clearly about what they want to do, (2) why they want to do it, and (3) how they can bring it about."⁶

⁵Thomas Sergiovanni, "New Evidence in Teacher Morale," *North Central Association Quarterly*, 42 (1968), 259-66.

⁶Jenkins, "The Principal," p. 34.

3. Implicit in a human-centered school, placing major emphasis on personal and professional teacher growth, is the need for the principal to be a "human relations expert." His role is crucial in such areas as interpersonal relations, group cohesiveness, leadership skills, and conflict resolution.

4. The principal must consider the personal differences, personal strengths and professional competencies of each staff member, and integrate these unique and different qualities into contributing and cooperating interpersonal and group relationships. Undergirding the integrating process is the importance of selecting persons who have the greatest potential for growing from, and contributing to, a cooperative effort--a humanizing school.

5. The principal must not only be accessible to staff and students, but must listen to their ideas, feelings, and concerns, and act on the results of this feedback.

CONCLUSION

There is probably no more challenging position in America today than the school principalship. For too long, the principal has reacted to change when it happened rather than bringing change to life. Even the best efforts of the principal over long periods of time may not be sufficient. But, one thing is fairly certain; without his effort, practically no chance exists for humanizing education.

SOME THOUGHTS ON HUMANENESS

Compiled by

Dianne Hamilton

"Humaneness is a quality of experiencing or interacting. You cannot be humane all by yourself, as you may soon find out by trying to answer a paraphrase of Omar Khayyam Moore's delightful question: 'If you were all alone on the moon, with nobody to see you, what would you do to be humane?'"

Herbert A. Thelen
"The Humane Person Defined"
Humanizing the Secondary School
(p. 18)

"A person is openly expressive of where he is, who he is. He does not live a facade or a role, hiding behind the convenient front of being a 'teacher,' a 'principal,' a 'psychologist.' He is real, and the realness shows through Thus, when there are *persons* in educational institutions they become controversial, difficult, not easily fitted into categories; consequently life is exciting--and even worthwhile."

Carl R. Rogers
"Can Schools Grow Persons?"
Educational Leadership
December 1971 (p. 215)

"Caring is not just a 'technique'--it is a whole way of life!"

Herbert A. Thelen
"The Humane Person Defined"
Humanizing the Secondary School
(p. 32)

"If we are going to do anything to help our youngsters toward a higher humanity, *we have to do it where the youngsters are*. Where are they? Well, of course, they are in the whole life of the school. They grow--or fail to grow--in its total climate It has to be a bracing climate, stimulating, full of variety. Things have to be such that most days a kid goes home with the taste of success on his tongue. The atmosphere has to be warm and supportive, so that a youngster feels wanted and respected and liked. But it also has to be free and risky with increasing jolts of responsibility in each succeeding period. Its human relationships have to be open and mutually helpful. And the pressure has to be low enough so that young people can afford to look with clear and honest eyes at themselves and all around them, without need for distortion, so that they can gain in self-insight and self-acceptance."

Fred T. Wilhelms
"Humanization via the Curriculum"
Humanizing Education: The Person in the Process (pp. 20-21)

"Humanness involves the full spectrum of man's potential. It is to be hoped that the teacher might accept this and patiently seek to evoke the live creativeness and joy in children while recognizing the possibilities of hostility, rage, fear and destructiveness."

Raymond W. Houghton
"The Focus of Humanism and the Teacher," *Humanizing Education: The Person in the Process*
(p. 62)

"The high school which recognizes that it exists primarily to help each young person in his search for significance and meaning will also recognize that a young person's perception is formed as he moves within the school and tests its responsiveness against his own sense of reality."

Thornton B. Monez
and Norman L. Bussiere
"The High School in Human Terms" *Humanizing the Secondary School*
(p. 9)

"The discovery of meaning is a human problem and requires a teacher willing and able to use his self effectively and efficiently in carrying out his role in the stimulation and encouragement of growth in the self of the learner."

Raymond W. Houghton
"The Focus of Humanism and the Teacher," *Humanizing Education: The Person in the Process*
(p. 82)

"The basic contradiction in schools as well as society resides in the paradox of the immense promise for individual happiness and well-being inherent in a technological society which is being paid for by the dehumanization of the individuals for whom the promise exists. Thus, we speak the rhetoric of progress at the sacrifice of our humanity."

James B. Macdonald
"A Vision of a Humane School" *Removing Barriers to Humanness in the High School* (p. 4)

"The provision of information can be controlled by an outsider with or without the cooperation of the learner. It can even be done, when necessary, by mechanical means which do not require a person at all. The discovery of meaning, however, is a quite different matter. This only takes place in people and cannot occur without the involvement of persons in the process. This is the human side of learning."

Arthur W. Combs
"Humanizing Education: The Person in the Process," from book of same title (p. 73)

"A curriculum design for a humanistic school should be focused directly upon the creation of conditions for fostering the development of human beings. This should be its central intent, and its basic value premise.

The end, human persons, may be characterized as people who:

1. Are committed to the value and worth of each and every human being--as the central value of existence.
2. Are aware of potentiality which lies within themselves, and the social, intellectual, physical, and emotional possibilities of their environment for furthering and creating potentiality.
3. Are aware of the possibility of transcending their present personal and social situations, and are skilled in the processes of seeking transcendence."

James B. Macdonald

"The High School in Human Terms:
Curriculum Design," *Humanizing
the Secondary School* (p. 48)

"In the specifications for each new school should be a flag pole, a teachers' lounge, a separate girls' gym and at least one teacher who is a real human being."

Raymond W. Houghton

"The Focus of Humanism and the
Teacher," *Humanizing Education:
The Person in the Process*
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WHAT IS "THE QUALITY OF LIFE"?

As mentioned in the article by Spitze (pp. 81-85), the concept of the quality of life is seen in different ways by different people. In order to explore some of these differences, the staff of the ILLINOIS TEACHER took an informal survey to find out what people thought "The Quality of Life" means, or what "The Good Life" is. Respondents were a variety of ages, and represented many occupational and educational levels. Presented below are some responses which may offer an appreciation of the diverse ways in which people view "The Quality of Life."

"When I think of 'The Good Life,' I think of a person being free to live where he wishes, to follow the occupation that most interests him and for which he is trained, to have a happy family life and to be content at the course which his life is following."--Secretary

"When I think of 'The Good Life,' I think of wanting me and my daughter to be happy, of getting married, and not breaking up when I get married, of having some more children, of having a telephone, a record player, and more furniture, of getting some big clothes, and of wanting the man who lives with me to leave--I want to find a man to take both me and my baby."--Adult Basic Education Student

"'The Quality of Life' brings to mind peace in my human environment; love and concern for each other in family relations; freedom of all society to think and search for understanding and to develop through public decision-making their rules on laws and social rules; aesthetically pleasing physical surroundings of plants, animals, human-made structures, and humankind itself; essentially equal opportunity for everyone to a continually expanding array of elements in our level of living, e.g., food, shelter, health, education, recreation, travel, etc."--Teacher

"'The Quality of Life' is enjoying your work, and not having to get up and think of going to that terrible job again; having good and close friends that you know will be there to help you in times of need; feeling that you are doing something helpful and constructive and that you are not a failure in life; loving your husband and knowing that he really loves you; and being able to laugh and have fun!"--College Student

"The Good Life is a curious, mystical combination of self-confidence, selflessness and self-actualization. It is the point at which things take a distinct second to an orderly mind: one that has the ability to set goals and carry them out with enthusiasm; to see the other fellow's point of view but have a personal point of view as well; to rise above the feeling of 'so what' about our actions. The Good Life is one of increasing maturity. It is one lived in the knowledge that what we're doing does make a difference and therefore is important."--Teacher-Housewife

"The Good Life is a family that gets together and doesn't fight; some place to live (house or apartment) that doesn't have to be too big, and furniture for my home; being able to take care of my family--feeding it, etc.; and good relationships in family--not blaming each other." Adult Basic Education Student

"'The Quality of Life' brings to mind good friends, ecumenism, peace, opportunity to serve, free exchange of ideas, limitation of competition, and a close family."--Teacher Educator

"When I hear the term, 'The Quality of Life,' it brings to mind Enjoyment! Doing the things that make one happy. It involves work as well as play, a comfortable income, and most of all close relationships with people."--Graduate Student

"One of the first things that comes to my mind when I think of the good life is being financially secure--knowing where your next meal is coming from, having a good home, and having enough clothes to wear. But many other things are also involved. To me, a faith in God is important to the good life as it provides a source of strength and comfort. Having a close family relationship and good friends are also important. Getting an education--not just from textbooks but also from life--and having a career which is challenging, rewarding and satisfying also contribute to the good life."--College Student

"When I think of 'The Good Life,' I think of involvement, activity, challenge and rest. By involvement I mean indulging in concerns other than self; concern of church, community, state, and nation, but not to the extent that prohibits time for my family and self. By activity I mean education, travel, sports, social engagements, and hobbies; but not to the extent of allowing no time for involvement. By challenge I mean involvement and activity in which I risk failure or which affords opportunity for growth. By rest I mean time for doing nothing but enjoying family, nature, and reading. The traditional view of retirement or even Heaven, where all cares, woes, and strife are no longer experienced, does not sound at all enticing."--USAF Officer

"When I think of 'The Good Life,' I think of having a date with a nice guy."--High School Student

"The Good Life would be a farm in the country with about a 100 head of cattle, fields around--maybe right before harvest or after planting is best. No neighbors for about 1/2 mile (except maybe the tenant farmer's house); a pond in the back yard. If the time would permit maybe raising St. Bernard puppies. A sign at the front of the drive way that says, 'This is a centennial farm--owned by the same family for 100 years.' This farm is about 1 hr. drive from a large city with many and varied cultured events. Being employed 1/2-2/3 time at some enjoyable job. Belonging and active in several organizations that my goals and values fit in. A collection of Daniels Christmas plates on the wall. A ranch style house with a white fence and 2 fire places. The basement furnished in modern contemporary and the upstairs with family heirlooms. Some acceptable means of transportation such as a motorcycle in summer and a VW in winter."--Undergraduate Student

"The Good Life--no more war, truthful politicians, my neighbor speaking to me, being able to pay my bills, my children content with themselves, and no lonely people."--Secretary

"The Good Life is sunshine, good health, good food, a room of my own, friendly neighbors, hills, snow, and a fish to bite my line."
--A First Grader

"When I think of 'The Good Life,' I think of a sense of warmth, of closeness to family. I see the green hills, smell the fresh air, taste the clear water. I think not of that which you can hold in your hand but the more devious, more spiritual gifts of the world. The 'Good Life' cannot be measured in dollars or size but only in smiles and tears. It is not obtained by the work of one but two or many giving to each other. It is love, happiness and peace of mind."--Graduate Student

"When I think of 'The Good Life,' I think of the spring, when the birds are laying eggs and life is in full blossom. When the air is fresh and crisp and you feel great just being alive."--High School Student

"When I think of 'The Good Life,' I think of good health, clean air and water, nature, wilderness areas, adequate nutrition, friends, beauty in surroundings, cleanliness of surroundings, adequate housing, music (quiet and classical), absence of noise, freedom, equality, employment, and opportunity for choices."--Teacher

"A home and a family in a nice section of a suburb are my goals. After teaching for a few years and becoming financially stable, I would like to stay home and have a few children and spend my time being a good wife and mother for my family."--College Student

"When I think of 'The Good Life,' I think of being educated, having a happy home. I'm very thankful for my wife. I'd like to be able to get along with my in-laws. A Christian life is important to me, and to my wife, and of being thankful for food."--Adult Basic Education Student

"When I think of 'The Good Life,' I think of my husband and my little girl and how much I love them both."--High School Student

"When I think of 'The Good Life,' I think of the joy of being responsible for myself, and of helping others become responsible for themselves without patronizing them. Only then can one and all be free to pursue The Good Life each in his or her own way."--Professor

"I think of the 'Good Life' as a Society in which peace and humanness predominate. One in which individuals are free to live and die with hope and respect throughout the life span. It is one in which the inner joy of living, sharing, creating, helping and achieving is encouraged and radiates in the faces around. It is a utopian outlook and only one an optimist can retain. As an optimist, life to me is the challenge of rising, sharing, striving and achieving as much happiness as the life one is given permits.--This is the 'Good Life!'"--Educator and Homemaker

"'The Good Life' for me is having a feeling of belonging in a community and putting down roots so that my children are identified and

respected. It also means being in a city. I need to feel I am part of the action and living in the current times."--Housewife

"'The Quality of Life' brings to mind that you have it made. You've got a guy, you have a good religion, you're smart, and your days seem to go just right. I wish I had a good life."--High School Student.

"When I think of 'The Good Life,' I think of a life in which the individual is able to pursue his ambitions free from worry of bureaucratic interference--both political and private. The 'good life' would also involve living in a society where health problems are at a minimum and incentive to be productive comes from the individual rather than societal pressures."--Graduate Student

"The good life is one where a person is free to pursue the challenges of mind and soul, to enjoy the company of people and the solitude of nature, where agony is tempered by joy, defeat by victory, and where people can grow to understand both the uniqueness of the individual and the brotherhood of mankind. The good life is a state of mind. It does not exist today, but it could tomorrow."--Assistant Professor

"When I think of 'The Good Life,' I think of a house with a picket fence and lots of children that are good children and respect their parents, and a family that worships Christ and goes to church every Sunday."--High School Student

"When I think of 'the quality of life,' I think of active participation in relevant social change. Those seeking to live 'the good life,' seek to do more than merely reflect what is thought of as contemporary life. They seek to be involved in the shaping and redefining characteristics of the society. To the extent one is involved in re-evaluation and requalifying life one is in essence living 'the good life.' In order for this state to be reached the experience must be meaningful and personally satisfying and should continue throughout life."--Graduate Student

NUTRITION AND THE QUALITY OF LIFE

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Editor's Note: While most of the survey respondents did not mention good nutrition directly, good nutrition and the health that it facilitates was implied in many, if not all, of the responses. In the following article, Dr. Roderuck discusses some of the relationships between nutrition and the quality of life and concludes by suggesting how nutrition fits into Abraham Maslow's Hierarchy of Needs Theory.

Foods are endowed with meanings other than their nutritional value. Consider what you choose to eat. Why do you make the choices you do? Is it to satisfy hunger? Is the hunger physiological or psychological in origin? Or is availability the most important factor? Certainly regional food patterns have developed directly as a result of the food supply. Do you choose the same foods when you are with friends as you do when you are alone? If not, why not? How important is cost? Food versus non-food wants are in constant competition. Where have you placed your priorities?

The phrase "to diet" usually implies something difficult or self-denying rather than pleasant and fulfilling. On the other hand, traditional or holiday foods are associated with festive occasions and with considerable time, energy and love in their preparation. Such foods have a special connotation. Meanings of food evolve gradually from infancy throughout life, but are probably well established by the time one enters high school. To some, a meal is not a meal unless cooked food is served. Cultural differences are reflected in our concepts of what foods are proper.

Becoming more fully human, or fulfilling one's self by increasing one's feeling of worthiness, means to develop physically, mentally and emotionally. Nutrients from food contribute to one's physical well-being. Fortunately, many different patterns of food intake can supply those nutrients, so each individual can satisfy his needs within his economic, social and cultural environment. Understanding of the nutritional value of foods and their interchangeability not only enables one to choose rationally but also will allow personal preferences as well. Permitting others to choose different combinations of food and respecting their choices allows others to develop as individuals. In addition, cross-cultural experiences with food can be an adventure in taste and enable you to express non-verbally your acceptance of someone else's life style. Remember, it has been said, "Tell me what you eat and I'll tell you what you are."

As teachers, we must keep in mind that students frequently look to us for guidance and as examples. Because so much communication is non-verbal, we must be sure that what we do does not speak louder than what we say. In an elementary school classroom, the teacher wrinkled her nose in distaste when cooked squash was presented to her students in a food tasting test.¹ Almost no children "liked" squash in that classroom, a finding which differed a great deal from that in five other classrooms in which the teachers had not reacted negatively to that food. If school food service were used as part of an educational program, for instance, how would you react to the foods served? Would your reaction be in keeping with good nutritional principles?

Two phrases seem valuable to me in dealing with "Eating for One" but perhaps influencing many. One is "Know thyself," the other, "Nothing too much." Knowing one's self implies an understanding of why we act the way we do. In this case, of course, I am referring to choosing foods. Too much food will lead to overweight, too much of any kind of food will lead to omission of foods needed to supply the wide variety of nutrients (protein, carbohydrate, fat, vitamins, minerals) required for optimum nourishment of the body.

Biologically we are distinctive, that is, no two people are identical. Genetically controlled characteristics provide an infinite variety of people. Furthermore, each of us responds to stimuli in the environment in his or her own way and incorporates them into his or her store of experience; uniqueness as a function of experience develops gradually as each person moves toward some self-selected goal. "Our deeds travel with us from afar," George Eliot said, "and what we have been makes us what we are." I have always liked William Wordsworth's version, too. "The child is father of the man." We know that children grow at different rates, mature physiologically over a span of chronological age (e.g., menarche for girls may occur as early as 9 years of age or as late as 16 or so), and achieve quite different final heights. Thus we must recognize that a wide range of normal growth patterns for teen-agers exists with concomitant wide differences in amount of food required to meet their needs. It is a time when boys and girls especially require help in "knowing themselves." The quality of their diets may have an effect on their physical well-being later in life, because the consequences of poorly chosen food habits often develop slowly. Obesity, dental caries, and cardiovascular disease are prevalent in the U.S.A. and all are related, at least in part, to long-term nutritional practices. "Reinforcement," recommended in psychology to achieve desired changes in behavior, cannot be established after eating except in cases of allergy. Clearly cause and effect can be associated, then. However, one does usually feel "full" or content after eating whether the food has been well-chosen or not.

Respect for individualism is clearly a part of the American tradition and food choices both within the family and elsewhere are becoming more and more individual choices. Because food supplies are abundant,

¹M. J. Baker, "Influence of Nutrition Education on Fourth and Fifth Graders," *Journal of Nutrition Education*, 4 (1972), 55-58.

one may be faced with a veritable cafeteria of foods within the home. For example, breakfast may be solitary meals consisting of a few items "ready-to-eat," bought because the advertisers included features "for your added convenience." Snack foods may also present an array of choices, each family member choosing one or another based on personal preference. Although dinner may be the meal most likely to be shared by family members together, even that may permit considerable individual choices (or result in plate waste). So much individualism may indeed allow us to become "free and responsible" and to achieve those unalienable rights of "Life, Liberty and the Pursuit of Happiness." However, misconceptions such as "vitamins give you pep and energy" may lead to neglect of wide choices of food because of the mistaken belief that vitamin pills will make up the difference.

If individuals are expected to make responsible choices of foods, then it follows that all of us must know something about the foods we eat, not just mothers and daughters. A restaurateur² has suggested that grocery shoppers buy only what the family will eat to avoid waste, and prepare only foods well-liked by individual family members although it may require preparing casseroles for children and chops or steak for father at the same meal. He also recommended feeding family members when they are hungry to avoid use of snacks which depress appetites for dinner served later, and making food more appealing by adding spices or preparing foods in different combinations for new taste-treats. I believe the quality of family life might be improved by an approach in which family members act jointly. Perhaps each can take a turn in planning and preparing family meals. Both cooperation and respect for others could result and young people will feel useful. Looking for creative ways to serve both new and usual foods can stimulate interest in the varieties of foods available for consumption. Using a wide variety of foods is still the simplest recommendation for choosing a good diet.

Labelling of foods has become a necessity because food processors have developed many new or modified products for the market. Enrichment, fortification and supplementation lead to nutritive values different from that of the traditional foods. Inevitably, the consumer, i.e., individuals making choices, will need to understand nutrient composition more and more in order to decide whether or not his (her) diet contains all the elements required for maintenance, repair or growth of the body.

In a country where food supplies are abundant and selection from many products necessary, meeting physiological needs is taken for granted. Hence health may have little effect as a motivation in choosing foods. Indeed, children from 10 to 14 years of age have the lowest death rate of all ages, and accidental deaths exceed death from disease in the teen years. Safety (the second in Maslow's hierarchy of needs) with respect to food, may also be taken for granted because our food supply is monitored by both state and federal agencies. Love and belonging needs and praise (or recognition) may be more effective as a

²G. M. Markikian, "Ways to Save Money on Meals," *Reader's Digest*, July, 1972, pp. 114-118.

basis for initiation of changes toward improved food choices. Certainly individuals will not change unless they are rewarded in some way or gain an advantage as a consequence of making a change. Thus integration with a variety of goals identified with individuals will be more likely to result in changed food habits for better physical well being than use of only health-oriented goals. Food can taste good, increase one's prestige, be economical and provide the nutrients required for health in its broadest sense; eating to live may not be relevant to a great many people in today's world, but improving quality of one's life is. Good nutritional practices are among the requisites for reaching that goal.

ECOLOGY AND THE HOME ECONOMIST

Jane Myers

Environmental education is concerned with teaching people to become aware of interrelated problems in ecology which affect the renewing or restoring of the ecosystem. People and nature are interwoven into a fragile fabric with each affecting the other. It is within this system that the home economist has an unlimited opportunity to relate the quality of life of individuals to the environment. Thus the home economist can create within the community an awareness of immediate need for people to know and to understand their environment.

It is important that each person know the value of the natural treasures in his own area, such as plants, animals, and streams. Natural resources are easily destroyed by overuse and pollution, often related to increases in population. Scientists state that the United States, which contains only about 6% of the total world population, is consuming 40% of the total world resources (USDA News Release, March 1972).

The home economist, as a professional and as a homemaker, is in a position to initiate many activities to stimulate others to learn about human ecology and its relationship to every aspect of daily life.

The home economist should strive to stay well-informed by continual study to keep abreast of the constantly changing environment. A study group of interested friends could be a nucleus for starting positive activity on curbing existing pollution, or beautifying an overused area. However, before this kind of action can take place, it is of utmost importance to become familiar with the community, the local governmental structures, and the soil conservation and forestry offices. In addition, one should become acquainted with the landscape and how people have already changed it, as well as being aware of what is wanted from it in the future. There is much that even one interested individual can do to improve the quality of life in his own immediate area.

In the classroom, human ecology could be the over-all topic for study. This could be broken down into smaller units such as the environment around us, natural resources and how each is used, recycling waste, recreational areas and their effect on the family's well-being, and production and processing of food. This type of comprehensive study encompasses nearly all aspects of daily life as well as other disciplines of study. It would be well to enlist cooperation and support for an *integrated study involving* other resources within the school, the college and the community, such as the teachers of science, government, history, agriculture, journalism-speech, health and safety. Many worthwhile projects have been started such as collecting glass for recycling, only to have the activity stop due to lack of interest and help from city governmental units or parents.

One of the first activities might be to learn about the community in terms of supply, distribution, and consumption of water, electricity,

and natural gas. In addition one could look at the disposal system for liquid and solid wastes. A class might discuss the amount of waste created in the average home; for example 30 to 40 gallons of water are used for one bath and more than 6 pounds of solid waste is produced for each person per day. Then the students could visit the water supply, the sanitary disposal plant, the solid waste collection areas, and talk to city or county engineers and the city planning offices to learn how all these effect each person's well-being.

Teachers could invite resource persons to come to discuss existing problems and how these might be solved, as well as to look ahead to future environmental changes. Resource persons might include representatives from gas and electric companies (which usually have films available), county commissioners, city and urban planners, zoning commission members, sanitary engineers, health department officials, state legislators, pollution control board members, as well as interested local business representatives.

A visit to the library for reference material on what is happening in other communities on environmental and pollution problems could stimulate thought for a course of action in one's own community. Using displays, news articles, and radio stories which relate to ecology, and participating in such events as Earth Week are activities which could demonstrate to others the various environmental concerns of the home economist.

Could the home economist encourage the idea of reusing items in the home? Design, sewing, and ecology might be incorporated in creating new styles from last year's clothing. A brain-storming session on reusing many household articles such as furniture, food packages and wrappings, and even left-over foods, could perhaps produce creative ideas for teaching ecology and the conservation of human resources.

As home economists, we are responsible for the example we set, in returning bottles, campaigning to have supermarkets stock returnable bottles, recycling papers and cans, conserving water by washing dishes only once a day (especially if using a dishwasher), and timing the use of showers, using bicycles or public transportation, turning off lights in unoccupied rooms, encouraging and participating in beautifying the landscape, and stimulating others to join in to reduce waste and pollution.

If each person would make a small contribution to the improvement of the environment, much could be accomplished.

Educational materials concerning ecological issues can be requested from the Environmental Protection Agency, Office of the Attorney General, State of Illinois, Springfield, Illinois 62706, or the Environmental Protection Agency, 401 M Street, S.W., Washington, D.C. 20460. Another useful reference is the 1972 Yearbook of Agriculture, *Landscape for Living*, which is available free of charge on a first-come, first served basis from your U.S. Senator or Representative. There is a charge if the book is ordered through the U.S. Printing Office.

COULD YOU AFFORD IT?

Suppose God charged us for the rain,
Or put a price on a song-bird's strain
Of music -- the dawn -- mist on the plain.
How much would autumn landscapes cost,
Or a window etched with winter's frost,
And the rainbow's glory so quickly lost?

Suppose that people had to pay
To see the sunset's crimson play
And the magic stars of the Milky Way.
Suppose it was fifty cents a night
To watch the pale moon's silvery light,
Or watch a gull in graceful flight.

How much, I wonder, would it be worth
To smell the good, brown, fragrant earth
In spring? The miracle of birth--
How much do you think would people pay
For a baby's laugh at the close of day?
Suppose God charged us for them, I say!

Suppose we paid to look at the hills,
For the rippling mountain rills,
Or the mating song of the whippoorwills,
Or curving breakers of the sea,
For grace, and beauty, and majesty?
And all these things He gives us free!

Author Unknown

From "Women--Your Environmental Challenge,"
U.S. Department of Agriculture Forest Service,
Atlanta, Georgia, 1971, p. 29.

I FEEL LIKE AN IMPORTANT PERSON . . .

One of the essential components of a fully human person is a strong self-concept. This means that we are aware that we have value as a person, are appreciated, and are important. Surely one of the many roles of the teacher is to promote strong self-concepts among her students.

Last spring we requested our readers' help in finding out some of the ways that students' self-concepts are bolstered in Home Economics classes. Below are a sample of student responses to the open-ended statement "I feel like an important person in my Home Economics class when"

Can you recognize any of your students below?

I feel like an important person in my home economics class when . . .

I have a chance to help others with the things we are doing in class.

The teacher calls on me to demonstrate something.

I can come up with a good idea that everyone likes.

I have accomplished something hard and I have done it right.

I am able to understand when people try to explain something and I can understand what they are telling me.

I can distribute something to the class.

I know that my teacher cares about me and will help me out when I need it.

I know what I'm talking about for once. Most times I don't.

I can communicate and discuss my feelings on a certain subject to my classmates and have the feeling that they understand.

I'm doing something on my own or with a group of girls.

I can be reliable.

Suggestions for class activities are solicited by the teacher rather than the teacher using a lecture method.

Something that I have done is used as an example--it really doesn't matter if my name is mentioned it is just the fact that my work was good and everyone else can use it as a model. I answer an evaluative question that gives new light to what is being talked about. It feels so good to see kids' faces saying "that was a good answer."

I am chosen by the class to be in charge of some committee or project.

My opinion has as much weight as anyone else's. I appreciate being given encouragement and support whether it's in a daily class situation or for a special project which has involved a lot of work. I enjoy being in command of the class when I have a well-prepared report or project. Being respected for my ideas or questions is very important.

THE MALE CONSUMER: TARGET FOR EDUCATION

Connie R. Sasse

When my father goes to the grocery store, invariably he comes home with an assortment of esoteric items; goat cheese, fish balls, fancy peanut butter cookies and gooseberry jam are likely candidates for inclusion in his grocery bag.

A newly-wed graduate student in Home Economics Education reported that on one of their first grocery shopping trips, her husband helpfully started to load their cart with soup. When she reminded him that the storage space in their apartment was limited, he replied that it would not hurt to have lots of soup on hand, because he could easily eat a whole can by himself. A day or so later when she was fixing lunch, she thought one of the dozen cans of soup on their shelves might go well with their sandwiches, so she asked her husband what kind of soup he would like. His reply--"I really don't like soup very well, so I don't think I'll have any!"

Betty Furness, in a column in the June 1972 issue of *McCall's Magazine*, tells of a man she knows who is a responsible father of four. Her friend came home from the grocery store with all the supplies for a family picnic--including wine, pickles, and exotic relish--having forgotten only the hamburgers and hot dogs!

While these examples of male consumerism are in the area of food buying, I am sure examples in other areas come to mind. Does your husband walk into a shoe store, point to what he has on and ask for another pair of the same--maybe in brown this year instead of black? Does your son insist on He-Men T-Shirts when *Consumer Reports* rates Won't Droop T-Shirts as equal in quality, fit, and ease of care, in addition to being much less expensive? Or take another husband, who under duress, went to buy a green shirt to match a pair of green plaid pants, and finding that the first store he entered did not have the correct shade of green, bought a gold shirt (which did not match either) and which looked faded and old after two washings. His reaction: "Don't buy any more shirts at that store."

Many Men Are Uneducated Consumers

The above anecdotes are not intended to make male consumers look foolish or to imply that women consumers do not make errors in judgment when shopping. These stories point out that many men are uneducated consumers. Girls grow up expecting to be shoppers, they go shopping with their mothers, and are more likely to run errands to the store than are boys. Boys may grow up thinking that shopping is "Mom's job." Perhaps as masculine and feminine roles become less stereotyped, and work in the home becomes shared to a still greater extent, the expectation that the woman will be the "shopper" for the family will diminish and boys will grow up having more consumer experiences. But for the

time being, it appears that the male student, as well as the female, is a perfect "target" for consumer education.

The male consumer in our society has simply been educationally neglected. Men are expected to know, to have expertise in consumerism, but where are they supposed to have acquired it? While women typically have the major say in purchasing food, clothing, furniture and appliances, men are the traditional sex in the car showroom, and men are usually very involved in the purchase of entertainment equipment and lawn, garden, and hobby tools. How many men *really* know something about purchasing cars, buying stereos, television sets, cameras, tape machines, lawn mowers, sprayers and power drills? If men really do not know much about what has been considered their traditional fields, they certainly cannot be expected to be very competent in what has usually been the women's province.

Of course, consumer education involves much more than just buymanship. Perhaps males need to be helped to think through values, and to realize which things they value can be obtained with money and which are unrelated to personal use of money. Most men have and purchase their own insurance, but do they understand what protection their premiums give and the alternative coverages available? Certainly men would benefit by understanding credit, its uses, costs and benefits. While men seem to prefer to shop as rapidly as possible, shouldn't they understand the value and importance of comparison shopping? As money management becomes more complex in our society, don't men need exposure to budgeting and financial management?

With the continuing trends toward consumer protection by the government, action by Consumer Protection groups, and enlightened and educated consumerism, consumer education will become required for all students in more and more schools. For example, Illinois law now requires high school students to have at least nine weeks of instruction in consumer education, and other states may soon have laws requiring consumer education. While Home Economics teachers have long "integrated" consumer education into their foods and clothing units, many have usually not been concerned with consumer education as a teachable subject in itself, and particularly not for boys.

Consumer Education Is for Boys

Is it time for a change? Is the Home Economics teacher uniquely qualified to help promote that change? Should consumerism be taught as an entity in itself, and then the general principles applied to the special areas of home economics when it is suitable or applicable for the students involved? But perhaps most crucial of all, don't we need to think of consumer education as important to *all* students? Since home economics is the traditional province of girls, will we need to convince people that we do have something to offer the boys?

Those teachers who already have boys in their programs have a head start because they have already convinced their public that home economics is for *people* instead of girls. For teachers in an all-girl

program, consumer education may well be the instrument which will produce coed or all-male classes. It may be important that school administrators know just how compatible consumer education and home economics are, or the home economics department may find itself excluded when a consumer education curriculum is planned, with others such as business education or social studies being where the action (and money) is.

What to Teach the Males?

If we are going to educate males as effective consumers, what do we teach? If teachers have a well-developed, comprehensive unit or course on consumer education which they already teach to girls, it may be adaptable to interest boys, too. Perhaps, if we are selling the idea that home economics does have something to offer boys, and the boys in home economics classes are there somewhat on sufferance, the content sequence may need to be carefully considered. Might it not appeal more to begin with cars or electronics equipment and work toward food and clothing consumption? Whatever the teacher chooses as being relevant and important, she must be sure her male students also see it as relevant and important. In the increased complexity of the marketplace, and with the money available to teenagers for consumption, there surely is no subject which could be more relevant, exciting and practical to students if you allow it to be.

Teachers working with high school boys who are, or are approaching driving age, have found that many car-related activities can be planned which interest students. As mentioned earlier, men generally buy and service the cars in our society. This does not really mean that they know any more about buying or servicing a car than women do, but rather that they think they are supposed to. Therefore, perhaps teachers can help students gain some insight into what goes into buying, insuring, financing, and operating a car. If, as is the case in our family, your husband has always purchased the cars in your family, you may learn along with your students.

Cars and Consumer Education

Some teachers have found it effective to have students pretend they are operating the family car as a taxi for the use of their family. Students have calculated how much they have to charge per mile to cover their costs. They include implicit costs (driving time, depreciation, lost interest on capital invested, or interest on installments) as well as out-of-pocket costs (repairs, insurance, licensing, personal property tax, gas and oil). How could this method of cost calculation be used on other means of transportation? Of what value would this be to students in helping them make choices as to what to buy? Why do businessmen go through a similar process in calculating transportation costs?

Other students might interview a local Service Station Manager and discuss the costs of maintaining an auto, and the specific care which is needed to get the most out of your car dollars.

One teacher expanded her program to include boys by having interested students investigate costs for their family car, or for an average car, or for their dream car. They found out how much costs were for: gas and oil, personal property tax, license plates, adequate liability insurance including medical payments and comprehensive insurance, insurance coverage for a man under 25, insurance coverage for a woman under 25.

Would any of your students be interested in finding out how much a new car depreciates in two years? A variation on this activity would be to assume the student bought a two-year-old car and kept it for two years--how much would it depreciate in the two years the student owned it? Others might be interested in finding out how much the finance charges would be on a 6% add-on loan for \$3,000 to be paid over three years, and compare that to the lost interest on a capital investment if the \$3,000 was paid in cash.

Repair costs are another avenue of investigation that some teachers find interest car-oriented boys. What is the cost of a tune-up, including spark plugs and oil change? What is the cost of replacing the following (including installation) on the average car: battery, shocks (front and rear), new brakes, generator, muffler and tail pipe, set of four tires.

Pollution and Safety May Interest Others

Students who were interested in the contribution of the automobile to air pollution might want to focus on pollution control devices, while others might like to investigate the Clean Air Race sponsored by MIT. In this race, prototype cars developed by various institutions (for example, the University of Illinois Engineering Department) travel cross country from Maine to California testing their pollution control innovations.

Safety conscious students might want to investigate seat belts, air bags, or other safety devices and compare their costs and effectiveness.

Other students might obtain costs and the time involved for various types of transportation for a trip, for example, from Chicago to Denver. From what they have found, they might select the appropriate means of transport to give families of various sizes the best use of their time and money. Students also might want to evaluate the ecological impact of each type of transportation.

Many teachers have had students read articles in *Consumer Reports*, *Changing Times*, and *Consumer Bulletin* to explore costs and qualities of the various models and brands.

While several suggestions have been given for use in studying the automobile, there certainly are other interests among your students which could be used just as effectively to cover many topics and concerns in consumer education. If students are interested in rock music,

amplifiers, electric guitars and so forth, many of the above activities could be adapted to study in this area.

Many traditional methods in foods buying should be of interest to boys. Students could be sent out in teams to local stores (with permission, of course) and use the clipboard technique for comparison shopping. This could be followed up with preparation in the laboratory of "scratch" vs. "box" foods comparing price, quality, time, skills, etc.

Case situations or studies that would interest boys can be developed and used to illustrate principles. For example:

John was shopping in the neighborhood discount store when he noticed a sign on a table of footballs which said, "Lowest Price EVER! First quality footballs for \$2.95. A Special Bargain Day Sale." John figured he couldn't go wrong with a first quality football for that price, so he bought one. The next day John and his friend Bill were practicing passing and punting with the football, when a seam split, so that the football would no longer hold air. What could John do?

Ideas for activities for boys are not hard to develop. The suggestions given above were meant to stimulate thinking about masculine interests.

Right On Target

People are consumers from the day they are born. Doesn't the increasing difficulty in being an intelligent and knowledgeable consumer make imperative the need for consumer education? Doesn't this need exist for boys as well as girls, men as well as women? Shouldn't home economists use their special knowledge to create programs which will interest and educate the male consumer? Home economists can become public relations women for our profession, until boys and men understand that we have something to offer which can make their lives easier and more satisfactory. If Home Economics is to become truly relevant in the future, we need to begin right now, and teaching the male consumer can be one way to be "Right On Target!"

LEGAL AID AND THE LOW INCOME CONSUMER

WHAT CAN IT DO?

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Since the enactment of the amended legislation of the Economic Opportunity Act of 1965, the Office of Economic Opportunity has established nearly 300 legal service projects across the United States. Further, there are numerous other offices funded by the Department of Housing and Urban Development, state and local bar associations, and private foundations to provide legal services for those who cannot afford representation by a private attorney. Their purpose is to provide "legal advice and legal representation to persons when they are unable to afford the services of a private attorney, together with legal research and information . . . to further the cause of justice among the persons living in poverty." Therefore, legal services attorneys, unlike members of the private bar, can handle cases involving small amounts of money, since they do not rely upon their clients for the payment of fees.

In the representation of the poor, the Legal Services Office has certain objectives. The first objective is to bring about institutional change by continued emphasis on a program of law reform activities, both in litigation and in legislation, so as to alleviate present injustices and benefit the greatest number of lower income people. Second, they wish to provide the best possible legal services to qualifying low income people. Third, they wish to represent organizations or groups of low income persons, for the purposes of economic development, social change, and economic self-help. Fourth, they wish to educate the poor and to prevent legal problems by initiating and conducting an effective preventive program.

The Community Benefits

Experience has shown that the community as a whole benefits from this type of program in a seemingly intangible but significant manner. The uplifting of the poor segments of the community results in a healthier economy and a distribution of justice to those who have previously been effectively denied it through nonrepresentation. The legal services projects hope to provide a will for the poor, a desire for self-help, and protection in consumer matters and all other facets of their day-to-day affairs.

Although we are dealing here with the problems of the consumer, it should be noted that the legal services projects also represent the client in the areas of landlord/tenant, welfare, administrative benefit cases, and family law cases.

Consumer problems constitute a large percentage of the services that are rendered by legal services agencies. In this particular area, if the client qualifies as to both the type of case and the economic guidelines, the legal services project can often present a vigorous and innovative defense, or presentation of the client's case.

Basic Services Provided

Legal services agencies provide basic services for their clients. They represent their clients by using all available legal remedies and defenses. As mentioned, they conduct activities in law reform by filing court cases or advocating legislation in areas of law not presently favorable to the client, in this case, the consumer.

An example would be reform activity advocating changes in consumer credit law. That is, to advocate the use of contracts that more plainly explain to the consumer his actual costs of credit. In another example of law reform, the legal aid attorney might advocate changes in minimum guarantees or warranties for the consumer when he purchases goods.

Consumer Education Another Service

Another endeavor by the legal services attorney is to provide his client with consumer education. This particular service can be carried out in various ways. The legal aid project may set up a consumer education program, which could be a series of talks educating the consumer as to his rights and liabilities in transacting day-to-day affairs, or it may be the organizing of consumer groups and buying clubs. He may develop materials, fliers or pamphlets, explaining consumer laws and offering advice for particular situations. The legal aid attorney may speak to various civic groups and community organizations concerning consumer laws.

Consultation Tried First

With these goals and activities in mind the legal service projects approach a client problem in various manners. In all of these cases we are assuming that the person qualifies under the economic guidelines of the project. These guidelines vary from project to project. When a project receives a complaint, a member of the staff first attempts to dispose of it amicably and equitably by consultation with the individual or concern against whom the complaint has been made. The second way in which we can assist the client with consumer problems is through education. We make known to the public the many ways they can be parted from their hard-earned money by unscrupulous merchants. A third manner is that of legislation, where the activities of merchants with creditors are not adequately self-regulated or where merchants indulge in fraudulent practices. The project would then attempt to draft legislation to protect not only the consuming public, but the legitimate businesses in the community as well. If these all fail, the fourth area, that of litigation, is pursued. Where the fraudulent and illegal activities are

such that the best interests of the public and our client would be served through court action, proceedings are instituted within the framework of our statutory authority. The procedure will vary from case to case.

Some Examples of Legal Aid to Consumers

An example of some specific problems that have arisen in the past can point out to the educator in what area the legal aid agencies may be of help. A project had taken on a case in which a man inserted an advertisement in the local newspaper offering jobs to unemployed women. The false advertisements offered jobs with department stores to "investigate the honesty of sales personnel." He advertised the jobs available at a starting salary of \$80.00 a week and \$90.00 after two months, with no experience required. Applicants were required to send in \$6.00 to cover the processing costs. The scheme was to obtain funds and of course then run away. This particular office was able to obtain the refunds for hundreds of the applicants.

In another case, the office investigated a sewing machine company which attracted consumers through advertised sales of some "repossessed sewing machines" and then depreciated these machines in efforts to sell high priced models. The advertisements were false in that the machines were actually not repossessed, but only were advertised in an effort to sell the higher-priced machines. The firm agreed to stop using language as "take over payments" which misled the public into thinking the machines were repossessed and not new. Most of the victims of this firm were people who were in the lower income segment of the community who would qualify for our services.

Even though at the present legal services agencies have one challenge to meet, in this case, the needs of those with low incomes, they, too, have certain limitations. The first limitation is the legal services project's small staff and lack of adequate funding. This is undoubtedly legal services program's most pressing problem. Without adequate funds projects cannot hire enough attorneys and investigators to handle the large number of consumer complaints.

Another limitation, and one which provides the biggest problem for the consumer, is that of eligibility guidelines. Standards for client eligibility have been set in order that only people who are unable to afford a private lawyer can obtain legal assistance from a legal service project. Factors of income, number of dependents, assets, liabilities, and the estimate of the cost of the legal services to be rendered are included to determine the eligibility. For this reason many people would not qualify for our services.

If you have a particular legal problem involving someone who contacts you, you may not be sure which of the many agencies available is best able to help you with your complaint. A good place to start may be local consumer groups or the legal services project in your area. They may be able to assist you directly, or at least help you to decide what is the best course of action. Each of these agencies, in its

own way, may be able to assist the consumer in settling his complaint against the merchant. However, each has its own limitations. Some are slow in responding to consumer complaints. Some are understaffed. Others lack enough money to effectively help the consumer. But generally all are dedicated to ending consumer abuses and should be fully used by the consumer to gain equality with the merchant with whom he deals. If the abuses that are practiced by merchants are brought to public attention, the likelihood of their continuing becomes lessened.

We have not mentioned other agencies that you may refer to to protect the consumer that contacted you. Often you would contact the Attorney General's office with consumer problems in your area. However, because of the large number of claims they receive, often they are not able to deal with the problem you face immediately. You may also wish to contact federal agencies such as the Office of Consumer Affairs, the Federal Drug Administration, the Federal Trade Commission, the Federal Communications Commission, the Department of Agriculture, or the President's Committee on Consumer Interests. Other agencies, both state and private, which help to protect the consumer include the State's Department of Banks and Banking, the State Insurance Commissioner, the Center for the Dispute Settlement done by the American Arbitration Association which tries to handle complaints by consumers, and your local chamber of commerce.

The question then is what you as an educator can do, other than make a referral. Legal services agencies or proper consumer groups have, as stated, certain limitations. Besides these limitations, the fact is that the problem is much deeper than court actions or new legislation. In most cases, when the legal services project is contacted, the damage to the consumer is irreparable.

You as an educator must promote consumer education in the school and through community action groups. We must recognize that consumer education is more than a classroom subject. It is a subject that is also learned in homes, on the streets, and in stores whenever money or credit is exchanged. You must encourage an awareness among students and friends so that hopefully they will not have to contact a legal services agency or other project.

THE SMALL CLAIMS COURT

Dianne Hamilton

Summarized from "Citizen's Guide to Small Claims Court," a pamphlet written by Judge Joseph Cunningham, East St. Louis, Illinois, and Judge John Shonkwiler, Monticello, Illinois, in an effort to explain small claims procedures in layman's terms.

Educating the student to be an informed, responsible citizen is a challenge that every teacher faces. One opportunity to meet this challenge lies in helping students become aware of and able to use community resources. One such resource, often little known or understood by the layman, is the Small Claims Court.

The Small Claims Case

The Small Claims Court allows a person to handle his case without the services of a lawyer, or any legal training of his own. What constitutes a Small Claims case? The plaintiff (person who starts the case) sues the defendant (party against whom the claim is made) for damages which, in the state of Illinois, may be any amount up to \$1000. However, this is an arbitrary figure that varies from state to state. Damages may be to your automobile, clothing, or any other personal property. Or, the case may involve back wages, rent, or a similar situation where the plaintiff feels the defendant owes him money, and the defendant refuses to pay.

The plaintiff initiates a Small Claims case by going to the County Courthouse, Office of the Circuit Clerk (although this, too, may vary among states), and filling out a Complaint form. Required information includes the name, address, and phone number of the plaintiff and the defendant, and the nature and amount of the claim. After this information is completed, the Clerk will give the case a file number, and put an *appearance date* on the Summons. The appearance date is the time, date, and place where the plaintiff and defendant will first appear in court.

How Much Will It Cost?

At the time the case is filed, the plaintiff must pay a filing fee, which is set by statute. In Illinois, this fee may range from fifteen to eighteen dollars, depending on the mileage the Sheriff must charge for serving the Summons. Fees are paid initially by the plaintiff, but in Illinois are applied to the defendant's costs if the plaintiff wins his case. In other states, the judge may determine who will ultimately assume this cost. If the plaintiff demands a jury trial, a jury fee will be included. However, there is no extra cost for having a trial before a judge.

Are There Advantages to a Jury Trial?

It is possible to have a trial before a jury, although this takes more time, and is more formal (hence requiring more knowledge of legal procedure) than a *bench trial*, or a trial before a judge. The person asking for the jury trial must pay the additional jury fee, and should be able to choose the jury (with the agreement of the other side). A jury trial can be to the *disadvantage* of a person without any legal training or experience, as it will be expected that the case be handled in much the same way as a lawyer would handle it.

Although a lawyer is not required in a Small Claims case, it may be advantageous to have one in the case of a jury trial. He will need plenty of time to prepare for the case, as a *continuance*, that is, a delay in the proceedings, will not be allowed without good reason.

Procedure During the Trial of a Small Claims Case

The Clerk issues the Summons and delivers it to the Sheriff, who in turn serves it to the defendant. The judge cannot discuss the case with the plaintiff either before or after the trial. Both he and the Circuit Clerk are restricted from giving any legal advice. On the first day in court, if the defendant fails to appear, or if he does appear and says he owes the amount, then the judge will give the plaintiff a *judgment*. A judgment is a decision by the court that the defendant owes the plaintiff the amount claimed on the Complaint form. However, if the defendant *does* appear and says he *does not* owe the money, the judge will set another date for the trial.

The trial proceeds as follows:

1. Each side makes an *opening statement*--that is, a statement of what either intends to show throughout the course of the trial.
2. First the plaintiff, then the defendant calls all his witnesses to the witness stand. The plaintiff may testify on his own behalf, and may also ask the defendant to testify. The same holds true for the defendant. This first round of questioning is on *direct examination*, or questioning by the side calling the witness.
3. After direct examination, each side may be *cross-examined* by the other side. The purpose of cross-examination is to determine whether or not the witness really knows what he is talking about, and if he is telling the truth.
4. Once all witnesses have been heard, the plaintiff, then the defendant, gives a *closing argument*, at which time they summarize the case, and tell the judge what they think the evidence proved.

How does the plaintiff prove his case? The proof lies in the "greater weight of the evidence." The plaintiff must show a paid bill, or have witness the specific damage, and the exact amount.

There are a number of points both plaintiff and defendant should keep in mind in order to present their cases successfully:

1. At the time of the trial, they should have all witnesses and evidence, such as photographs, papers, records, etc., in court.
2. A good case can be lost because the judge does not hear the whole story, so examination of witnesses must bring out all the facts. The first question should be to ask the witness to state his or her name and address. It may be a good idea to write down questions before the trial.
3. Courtesy is essential. During cross-examination, both plaintiff and defendant should limit their questions to those about previous testimony and avoid arguing with the witness or commenting on his statements. Taking notes during direct examination may facilitate questioning on cross-examination.

The Judge's Decision

Following the trial, the Judge will make a decision and enter judgment either for the defendant or the plaintiff. If the judgment is for the defendant, the case is dismissed, with the plaintiff paying court costs. If the judgment is for the plaintiff, the defendant arranges to pay the plaintiff the amount of the judgment, plus court costs. This amount does not have to be paid in full immediately following the trial.

It is worthwhile noting that any remark showing disappointment in the outcome may result in contempt of court. A case may be appealed by filing a Notice of Appeal with the Clerk within thirty days of the judgment. The other side should receive a copy of the Notice.

If the defendant refuses to pay the judgment, a Citation to Discover Assets may be served to him, which will require an additional court appearance and more court costs.

The Citation to Discover Assets

Under this citation, the defendant must appear in court to determine his ability to pay the judgment. Procedure for obtaining the Citation is similar to that for obtaining a Small Claims Complaint form.

1. The plaintiff asks the Circuit Clerk for a Citation to Discover Assets form.
2. Upon its completion, the Clerk sets a date for the hearing, and delivers the Citation to the Sheriff, who serves it to the defendant. (The plaintiff is billed for these service fees.)
3. Both plaintiff and defendant must be present at the Citation

hearing. If the defendant fails to appear, the Judge will direct the Sheriff to bring him before the court.

4. During the hearing, the plaintiff will ask the defendant questions about his income and his ability to pay the judgment.
5. The court may then order the defendant to pay the plaintiff a certain amount of the judgment each week or month.

If the defendant *still* refuses to pay the judgment without good reason, the plaintiff should notify the court, and file a Petition for Rule to Show Cause. After a hearing, the defendant may be found in contempt of court, and given a fine or jail sentence.

* * *

What relevance do the Small Claims processes have for high school students? George Donahue, a Minnesota sociologist, believes that "Urban institutions humanize man because they offer the choices that make the difference in culture for the individual."¹ Becoming more human requires knowledge and skill, with competence as the cornerstone.

A teacher might provide information about the Small Claims Court in a variety of ways, with varying degrees of effectiveness.

1. Acquaint himself with the information and tell the students.
2. Invite someone from the court to come and speak to them.
3. Provide for discussion of case situations which require use of the Small Claims Court.
4. Dramatize court procedure in class having a resource person present to help answer questions.

Helping students gain the knowledge that allows them to function competently in a society that offers a choice makes the curriculum relevant to the student, and thus makes the educational process more humane. And shouldn't information that will help the student meet the challenges of *daily living* be the concern of every teacher?

¹R. L. Reeder, "Seeking a Quality of Life Yardstick," *Journal of Extension*, IX, 3 (Fall 1971), 11.

DO YOU KNOW MACAP?

Connie R. Sasse

Summarized from MACAP, "Report to Consumers," May 1972.

Do you know MACAP and how it can serve you and your students? MACAP is the Major Appliance Consumer Action Panel, which was formed in March 1970, to represent consumers at the highest level in the major appliance industry. MACAP's purpose is to be a "court of last resort" for consumers who have problems with any aspect of appliance consumption. MACAP is sponsored by three national trade associations: The Association of Home Appliance Manufacturers, Gas Appliance Manufacturers Association, and The American Retail Federation. Appliances represented by MACAP are Compactors, Dehumidifiers, Dishwashers, Disposers, Gas Incinerators, Home Laundry Equipment, Humidifiers, Ranges, Refrigerators and Freezers, Room Air Conditioners, and Water Heaters. MACAP's panelists are independent of the appliance industry, experienced practitioners in some aspect of the consumer arts, and are recognized for leadership on behalf of consumers.

The broad objective assigned to MACAP by its sponsors is to represent consumer views, and advise and counsel the industry to insure that its customer relations are carried out on the high level of integrity and service which appliance manufacturers intend (from MACAP, "Report to Consumers," May 1972, p. 3). MACAP has been particularly active in the area of handling individual consumer complaints, and has also made recommendations on complaint handling procedures, warranties, appliance service and repair, and in industry communications with consumers. MACAP has developed a Warranty Teaching Kit, and is preparing an educational "Handbook for the Informed Consumer."

Consumer Complaint Handling

The major theme MACAP has sounded in all its communications with the public is that if consumers have a problem with a major appliance which they cannot resolve with the dealer or service agency in their locality, they should write the manufacturer or national brand name owner of the appliance. If that does not bring satisfaction, the consumer should write or call MACAP.

MACAP has two distinct phases in its procedure for resolving consumer complaints. The first is the "Communications Phase," with the second being the "Study Phase." In the Communications Phase the complaint from the consumer is promptly acknowledged, and the manufacturer or brand name owner involved is contacted. This contact is generally with a high ranking official of the company, who is advised that his company has two to three weeks to resolve the complaint and notify MACAP of its resolution before the panel meets to review the situation. When the manufacturer gives notification of satisfactory resolution, the letter is forwarded to the consumer, who is asked to notify MACAP

if he does not agree that the solution is satisfactory. MACAP assumes that the consumer is satisfied if there is confirmation from the consumer, or if the consumer does not respond. MACAP states that over 91% of the 3,816 complaints they have received in their two years of operation have been resolved in this Communications Phase of the complaint procedure.

However, if the complaint cannot be resolved, MACAP reviews the complaint at its next regular monthly meeting, and makes a recommendation. If the panel cannot make a recommendation on the basis of the available information, it can call for further investigation, and upon occasion has used utility home economists to make consumer visits to obtain the needed information. With this additional information, MACAP can then act.

Sources of Complaints

MACAP is vitally interested in the types of problems reported in consumer complaint letters and careful records are kept to reveal whether certain problems tend to emerge in patterns. The majority of letters to MACAP deal with delays in obtaining parts and service, the cost of the service, and the competency of the serviceman. Other frequently cited problems are repeated failures of the same parts, unsatisfactory product performance, and being ignored or treated unfairly by dealers or industry. Refrigerators and ranges are the most frequently mentioned appliances in complaint letters, with washing machines next in frequency.

MACAP There to Serve

MACAP exists to serve consumers. Since appliances usually represent major purchases in any family's budget, it is important that consumers know how and where recourse can be obtained with appliance problems. If you would like more information about MACAP, its educational materials, or have a consumer complaint, write to:

Major Appliance Consumer Action Panel
20 North Wacker Drive
Chicago, IL 60606

A MEDICINE SHOW FOR CONSUMERS

Dianne Hamilton

Excerpted from "The Medicine Show," Editors of Consumer Reports, Mount Vernon, New York, Consumers Union, 1971.

Consumers are bombarded daily with propaganda through radio, television, newspaper and magazine advertisements, billboards, and labels. Teenagers are a prime target, and so educators are faced with the critical task of helping them become wise consumers. Information about drugs and cosmetics has particular relevance for secondary school students.

The editors of *Consumer Reports* have compiled a book entitled *The Medicine Show*, in which they maintain that ". . . the sellers have become the prime source of medical education for the buyers." They have sought the advice of a number of physicians, among whom are Dr. Harold Aaron and Dr. Marvin M. Lipman.¹ The result is an informative guide for purchasing drug and cosmetic products. Topics range from aspirin and cold remedies to acne treatments, food fads, and reducing devices. Summaries of three of these topics, aspirin, cold remedies, and acne treatments, are presented here as examples of possible content for consumer education programs. Other topics covered in the book are Medicines for Coughs, Gargles for Sore Throats, Tooth Decay and Pyorrhea, Multiple Vitamin Supplements, Reducing Drugs and Devices, Deodorants and Antiperspirants, Hair Dyes, Rinses, and Bleaches, and How to Stock a Medicine Chest, to mention only a few. In addition to these, the student may be able to suggest other areas in which he feels the need to be more informed.

Aspirin

Although aspirin comes in a variety of forms--plain or buffered, effervescent or noneffervescent in combination with other drugs, and some special formulas for rheumatism and arthritis--the only major difference among brands is price. On the positive side, any brand will reduce fever and aches in colds and flu, and relieve headaches due to tension, muscle aches and rheumatism. It may act as a mild sedative

¹Dr. Aaron has been Medical Adviser of Consumers Union since 1936, and is a Diplomate of the American Board of Internal Medicine and a Fellow of the New York Academy of Medicine, of the American Public Health Association, and of the American Medical Association. Dr. Lipman is also a Medical Adviser of Consumers Union, a Diplomate of the American Board of Internal Medicine, a Fellow of the American College of Physicians, a member of the American Federation for Clinical Research, and Associate in Medicine at Columbia University College of Physicians and Surgeons.

for some people. However, the benefits of aspirin are not to be overestimated, nor are its effects always positive. It will not relieve the severe pain of a migraine headache. It can irritate and upset the stomach, although upsets resulting from small doses can be avoided by either taking aspirin with food, or drinking a glass of water with each dose. A few people may be allergic to aspirin, and will react with hives, swelling of the mucous membrane, or asthma. People who are allergic to aspirin should avoid taking it.

Many manufacturers have combined other drugs with aspirin. *The Medicine Show* states that this is an attempt on the part of the manufacturers to make it more effective, to reduce side effects, and to give them something on which to base their claims. Bufferin and Alka-Seltzer add buffering antacids which are supposed to reduce stomach irritation and make them faster-acting. Empirin, Sal-Fayne, and PAC contain phenacetin and caffeine. Phenacetin will also relieve pain and reduce fever, but it will not suppress the inflammation of an ailment such as arthritis. It has been used with people who are sensitive to aspirin. However, some medical journals have reported that phenacetin used in combination-type pain relievers, used daily over a long period of time, may be associated with irreversible kidney damage, or, in smaller doses, some blood abnormalities. This association remains unproven to date.

However as a result of these reports, manufacturers of products containing phenacetin, including Anacin and Excedrin, no longer use that drug. The only remaining active ingredients in Anacin are caffeine and aspirin, and since it has been shown that caffeine in the small amounts found in this product does not increase the effect of aspirin, it makes little sense to pay the extra price for these tablets.

In the promotion of Bufferin, manufacturers have produced apparently convincing experimental and clinical evidence of decreased stomach irritation and faster absorption. However, many experts have been doubtful of the manner in which these tests have been conducted, among them Dr. Robert C. Batterman at New York Medical College and Dr. G. A. Cronk at Syracuse University. In their own carefully controlled, independent studies, they found that there are no significant differences in (1) speed of absorption, (2) safety of plain vs. buffered aspirin, and (3) promptness of pain relief. Actually, the amount of food in the stomach and the user's emotional state influence absorption to a greater extent. *The Medicine Show* cites still another study conducted under a grant from the Federal Trade Commission comparing Bayer Aspirin, St. Joseph's Aspirin, Bufferin, and the former formulations of Excedrin and Anacin. They found that there was little difference among brands with regard to speed and effectiveness of pain relief. Products containing phenacetin and caffeine produced more stomach upsets; there was no significant difference between plain and buffered aspirin in occurrence of upset stomachs. Finally, the experimenters observed that "the overall performance of the less expensive agents in the group compares favorably with that of the more expensive ones" (p. 15). So when purchasing aspirin, it is advisable to buy the least expensive U.S.P. product the store sells, as it will perform as well as name brands in providing relief from fever and common pains.

Cold Remedies

Although no legitimate means of preventing or curing the common cold has been found, advertisers have claimed such powers for a number of products: vitamins, antihistamine drugs, antibiotics, antiseptic gargles, nose drops and sprays, aspirin mixtures, inhalers, and laxatives. In spite of the reputed "remedies" we employ, we are still having an average of three colds a year, the infectious stages of which last about one week. It is certain that colds are caused by viruses, and are spread by coughing, sneezing, talking, hand shaking, and the handling of infectious materials.

Attempts have been made at developing cold preventatives, including ultraviolet lamps, chemical sprays such as triethylene glycol, or air purifiers containing germicidal filters that are supposed to kill the virus in the air. Not only have these attempts been unsuccessful, but the FDA has seized certain brands of air purifiers, warning the public that they are not effective against colds or any other respiratory disorder. Medical scientists have concluded that, ". . . until a reliable vaccine is perfected, no real progress in checking the spread or incidence of colds can be anticipated" (p. 18).

In addition to products labeled cold preventatives, a number of "cold cures" are available. *The Medicine Show* maintains that a cold cure makes a more plausible case, since the term "cold" is applied to a number of respiratory ailments, including congestion of the nose caused by a variety of irritants or allergens. Such congestion usually disappears on its own, thus making any medication seem quite effective. Some of these "cures" include antihistamines and sustained release preparations such as Contac or Dristan.

Antihistamines, usually effective in the treatment of hay fever, have now been shown, by doctors familiar with the techniques of the clinical trial of drugs, to have no real value in the treatment of the common cold. In fact, they may produce such side effects as drowsiness, dizziness and headache.

Sustained release preparations such as Contac, and aerosol sprays such as Pertussin and Congestaid, make up the latest fads in cold remedies. There are no published reports of controlled trials that show the latter two products can give the relief from congestion they claim. In addition to the fact that their ingredients have no therapeutic value, one would wonder how anyone could get enough of the medication from the air to do any good.

The reasoning behind a sustained release preparation is that the dosage is spread out over a longer period of time, and thus the number of times the capsule is taken is reduced. *The Medicine Show* points out that a few years ago *The Medical Letter* (a nonprofit publication on drugs for physicians) stated "that even with the most carefully formulated products, the rate of release in a particular patient is unpredictable. Release may be excessively rapid, or it can take an excessively lengthy period to obtain a sufficient dose of the drug. The widest variation in action must be expected with such medications" (p. 21). Perhaps this statement

explains the reason behind the warnings on Contac that it may be dangerous for elderly people and children, and for people having heart disease, diabetes, high blood pressure, and thyroid disease.

So, is there anything that can be done for a cold? *The Medicine Show* offers two suggestions:

1. A stuffed nose may be relieved with 2 or 3 drops of a mild anti-congestion drug such as Neo-Synephrine. However, if nose drops are used too frequently (more than 2 or 3 times a day) they may irritate the mucous membranes.
2. Twenty-four hours of rest in bed may prevent complications and spread of the virus to others. There is no real proof that bed rest is efficacious.

A physician may prescribe antibiotics to prevent sinusitis, middle-ear infection, bronchitis, or other complications. However, the editors of *The Medicine Show* warn against this in light of tests that "repeatedly confirmed the lack of effect of antibiotics and sulfa compounds on the incidence, duration, or severity of colds; there is also evidence that casual use of these potent drugs can cause complications of its own" (p. 22).

Acne Treatment

While acne is not physically debilitating, it can have a psychological impact. Adolescents are usually plagued with acne at a time when social acceptance and self-confidence are pressing needs. And both seem to depend a great deal on physical beauty. Thus, teenagers are even more susceptible to the urgings and promises of acne products manufacturers. On the market are a variety of products that include creams, ointments, soaps, sticks, saturated towelettes, aerosol foams, and cleansing pastes. Except for those designed simply to hide blemishes, most of these products are related to those used by physicians. Although a physician will try to clear up the problem first without medication, he may prescribe a proprietary product as part of the treatment, or write a prescription that can be adjusted to the subsequent reaction.

The Medicine Show gives an excellent explanation of the body mechanisms that lead to skin problems. *Acne vulgaris* results when the sebaceous glands of the skin become clogged. These glands are associated with the strands of hair, visible or invisible, that cover the entire body. They secrete sebum, a fatty, waxy material. When the sebum cannot escape to the surface, a blackhead or whitehead (plugs of cellular debris) results. If the sebaceous gland becomes enlarged and infected because the plug is not removed, an acne pimple forms.

Why are teens most often the victims of acne? At puberty, the influence of some hormones cause the sebaceous glands to enlarge and produce more sebum. This, along with the thickening of the pores,

makes the conditions perfect for the development of acne.

There are several points adolescents might keep in mind for dealing effectively with acne.

1. One way to keep the skin grease-free as well as to remove plugs is to scrub 3 or 4 times daily with hot water, soap, and a rough Turkish towel. Some doctors prefer a tincture of green soap for this purpose, or a soap containing hexachlorophene, available by prescription. Hexachlorophene soap may be a good preventive because it reduces the number of bacteria that can get deep into hair follicles or openings of oil glands and cause pus to form. However, it has little effect against established pimples. Also, highly advertised proprietary cleansers have no advantage over antibacterial soaps.
2. Although soap promotes dryness of the skin, using face creams for soap and water is most ineffective for acne. Greases and creams simply promote clogging of the pores. Also to be avoided are skin foods, skin tonics, lubricating creams, vanishing creams, and face powders.
3. Sunlight and sunlamps are helpful, as the ultraviolet rays cause a reddening and slight scaling of the skin. These must be used at the direction of a physician as severe facial burns may result.
4. Squeezing blackheads and pimples can cause scars and spread infection.
5. Shampooing the hair at least once but preferably twice a week, benefits acne by correcting any dandruff problem.
6. The role of diet remains debatable, but it may be worthwhile to limit the intake of certain foods, such as sweets, nuts, chocolate, starchy and fatty foods, pork and pork products. There is no proof that there is a disturbance of sugar and fat metabolism in acne.

Finally, *The Medicine Show* points out that products advertised as new discoveries in acne treatment are probably rehashes or recombinations of the approaches already described. Essentially, nothing new in self-medication has been developed recently. If the suggested skin cleansing methods and dietary controls fail, the adolescent should see a doctor. Acne is unpredictable, and often slow in disappearing. Successful treatment may require faithfulness in following directions, and *patience*.

The Medicine Show was compiled because, as the editors suggest, "some better education than the advertisements provide is needed." Part of being an informed consumer, besides learning to be critical of advertisements and the claims they make, is knowing where to go to obtain accurate information. *The Medicine Show* suggests several sources:

1. The U.S. Food & Drug Administration's District Offices. These are listed in the telephone directories of the cities where located. The national office is Washington, D.C. 20201.
2. The Federal Trade Commission, Bureau of Investigation, Washington, D.C. 20580.
3. For mail-order products, the U.S. Postal Service, 1200 Pennsylvania Avenue, N.W., Washington, D.C. 20260.
4. The American Medical Association, Bureau of Investigation, 535 North Dearborn Street, Chicago, Illinois 60610.
5. The American Cancer Society, Committee on New or Unproved Methods of Treatments, 219 East 42nd Street, New York, New York 10017.
6. The Arthritis Foundation, 1212 Avenue of the Americas, New York, New York 10036.
7. Council of Better Business Bureaus, Inc., 845 Third Avenue, New York, New York 10022.

Of particular value in the area of proper eating habits vs. food fads, dieting, and reducing devices:

1. *Foods for Fitness, A Daily Food Guide* (Leaflet No. 424). Write to: Superintendent of Documents, Washington, D.C. 20402--5¢ each or \$3.75/100 copies.
2. *Recommended Dietary Allowances*, Publication 1694 of the National Academy of Sciences, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418--\$1.75 each.
3. *Overweight*, by Jean Mayer, Professor of Nutrition at Harvard. This book explores how weight can be reduced and controlled. The author is considered an authority on nutrition, hunger, and obesity. Published by Prentice-Hall, Inc.

FIBER CHARACTERISTICS--A BASIS FOR CONSUMER CHOICE

Georgina Giese
Goodrich High School
Fond du Lac, Wisconsin

and

Deborah B. Gentry
Urbana Junior High School
Urbana, Illinois

"Gee, we're starting that textiles unit today. I sure wish we didn't have to," said one home economics student.

"I know. It was so boring last year and really hard to keep all of those fibers straight!" moaned another student.

Does this sound familiar? Do your students dislike the textile unit because it is "hard and boring"? What do you do to combat these negative feelings? Teachers are challenged in today's classroom to make subject matter interesting and relevant to students. Teaching aids that help students visualize concepts while involving them actively in the learning process are boons to both the teacher and the student. Learning can become meaningful and fun.

With this in mind, comparison charts were developed for studying *fibers* in a textiles unit. Each chart contains brightly colored bar graphs which describe the characteristics of the fiber. A fiber is rated as poor, fair, moderate, good, or excellent in these properties: moisture regain, dimensional stability, strength, resilience, and abrasion resistance.

Moisture regain is the amount of moisture picked up from the surrounding atmosphere, and is measured in per cent of dry weight after the moisture has been absorbed. The higher the bar graph, the more moisture the fiber will absorb and the less problem there will be with static electricity.

Dimensional stability, the ability of the fiber to maintain its original size after treatment, is measured in per cent of the original size. The fibers with the highest values in dimensional stability are more nearly their original size after treatment.

Strength is the ability of a fiber to withstand tension, and is measured in grams per denier. The fibers with the most strength can withstand more grams of tension before breaking.

Resilience is the fiber's ability to recover from wrinkling and is basically evaluated in visual inspection by the tester.

Abrasion resistance is the interrelationship of two precise measurements: strength and elongation. Elongation is very important for it enables the fiber to move out of the way of the abrading force and escape damage. The more resistant the fiber is to abrasion, the more durable it will be and the longer it will wear.

These properties were chosen for rating because of their major influence on fabric characteristics such as durability, wrinkle

resistance, static electricity, and dyeability. Other outstanding properties of each fiber may be written on the card describing the fiber. Additional comments on silk might note that it had a soft luster, a good hand, and was damaged by light.

Comparison charts were made for fibers commonly used for clothing and household purposes. These charts are reproduced beginning on page 131. The reverse side of each has been left blank so that teachers can remove the pages and mount them on cardboard for use in their own classrooms. The charts have been found to be most effective when the bar graphs are brightly colored, for example, having all the strength bar graphs red, the resilience graphs yellow, and so on. The data for the ratings of the fibers were established with the assistance of Mrs. Carol Warfield, Textiles Instructor at the University of Illinois, and through the use of various printed resources.

Some suggested activities in which the textile comparison charts can be used are given below. The activities were designed to provide experiences in making observations, collecting information, being analytical, and making judgments using given criteria. Thus students can get practice in the skill of evaluation in a frame of reference different from the familiar testing.

1. Divide the class into small problem-solving groups. State a particular end use for a fabric such as swimwear, lingerie, raincoats, ski pants, carpeting, etc. By studying the comparison charts and feeling samples of the fabrics which are made of each fiber, the groups can decide upon a fiber, or combination of fibers which would be suitable for the end use. More than one answer is possible if students can support their answers.

2. Each student is assigned or chooses a textile fiber to sell. Depending on the size of the class and the number of fibers to be studied, one or more students may have a given fiber. The fiber comparison charts, fabric samples, materials on the student's reading level, and equipment to experiment with can be provided for the students to use in preparation. After ample time has been given for preparation, customers (students can take turns posing as customers) come and ask for a fabric for a given purpose. Each student tries to sell his fiber. The customer chooses one fiber and tells why.

3. As an attention-getting means, for drill or review, or as an evaluation-testing device, cover the name of the fiber on a comparison chart. By looking at the relative strength of the properties, the students can make a judgment about which fiber is represented on the chart. Another alternative would be to cover the name of the fiber; besides this, place a list of five fibers. The student then must decide which of the five fibers is represented by the given chart.

4. Set up a textile-testing lab. Let the students discover how the various properties of the fibers rank in comparison to each other. Many properties besides the ones listed on the comparison charts can be tested for. Allow enough time so that the fabric can be tested and results noted and compared with the comparison charts. Any differences

between the results and the comparison charts need to be explained, and conclusions drawn. The students could also develop their own comparison charts from the results obtained. Teachers should provide materials of the same construction properties so that testing will reveal fiber characteristics rather than construction characteristics.

5. By displaying the comparison charts around the room, reference to them can be easily made during discussion. Characteristics of the fiber can be distinguished at a glance.

6. The comparison charts can be used with the individual instead of in group activities. For those who have been absent or need special help, the comparison charts can be a part of an individual learning activity.

(One caution: The comparison charts represent *fibers* not fabrics and when we are judging fabrics we must consider other factors in addition to fiber, for example, weave and finish.)

Perhaps with the utilization of these suggested activities and other imaginative ideas that teacher and student alike can create, textile units can be of greater interest and relevance to students of today.

Excellent					
Good					
Moderate					
Fair					
Poor					

How long will it wear?
(Abrasion Resistance)

Will it recover from wrinkles or creases?
(Resilience)

How easily will it break?
(Strength)

Will it shrink or stretch?
(Dimensional Stability)

Will it absorb moisture?
(Moisture Regain)

Excellent					
Good					
Moderate					
Fair					
Poor					

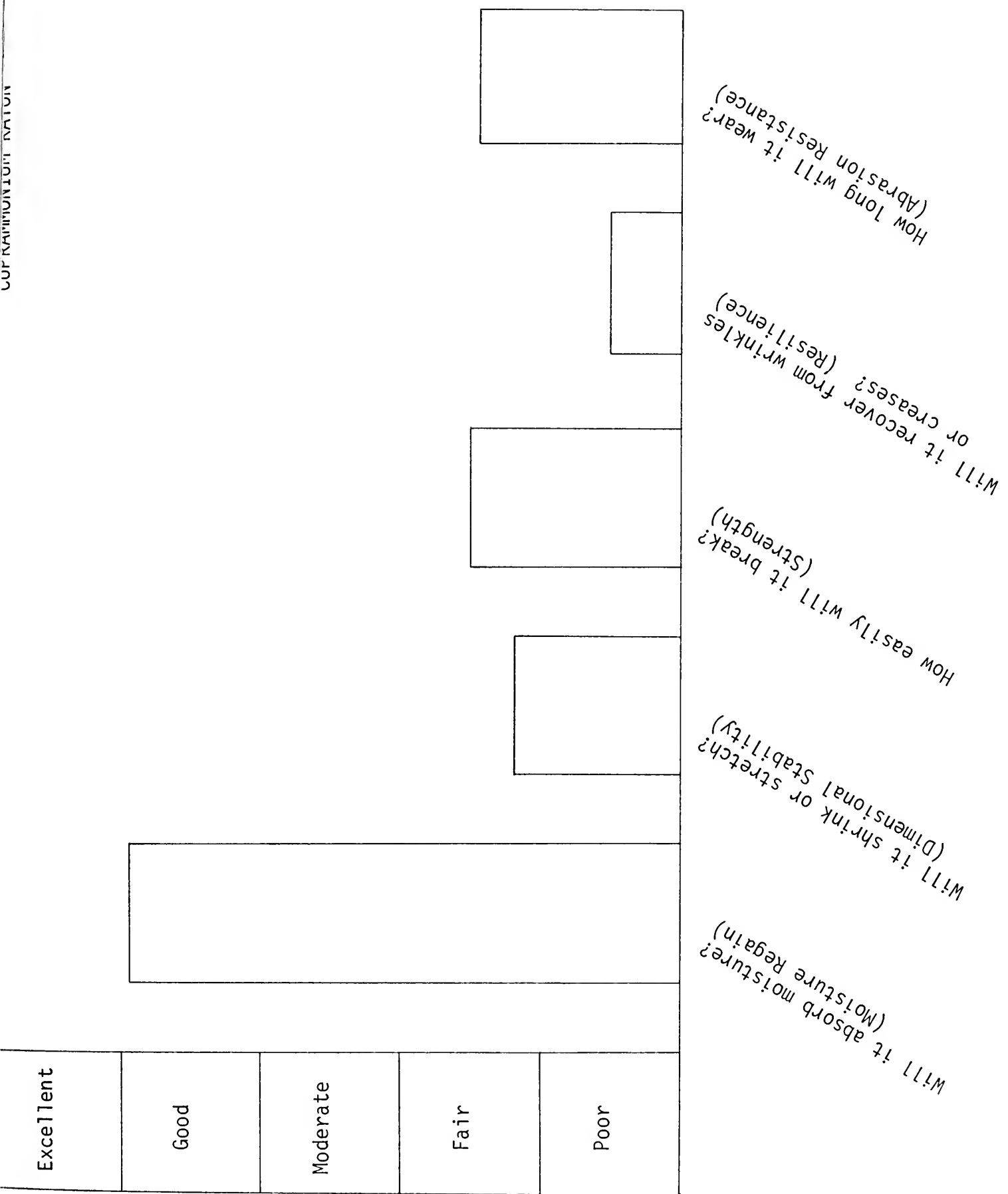
How long will it wear?
(Abrasion Resistance)

Will it recover from wrinkles or creases?
(Resilience)

How easily will it break?
(Strength)

Will it shrink or stretch?
(Dimensional Stability)

Will it absorb moisture?
(Moisture Regain)



Excellent					
Good					
Moderate					
Fair					
Poor					

Will it absorb moisture?
(Moisture Regain)

Will it shrink or stretch?
(Dimensional Stability)

How easily will it break?
(Strength)

(Resistance)
(Not Applicable)

How long will it wear?
(Abrasion Resistance)

Poor

How long will it wear?
(Abrasion Resistance)

Poor

WILL it absorb moisture?
(Moisture Regain?)

Will it shrink or stretch?
(Dimensional Stability)

How easily will it break?
(Strength)

Will it recover from wrinkles or creases? (Resilience)

How long will it wear?
(Abrasion Resistance)

Excellent				
Good				
Moderate				
Fair				
Poor				

How long will it wear?
(Abrasion Resistance)

Will it recover from wrinkles or creases?
(Resilience)

How easily will it break?
(Strength)

Will it shrink or stretch?
(Dimensional Stability)

Will it absorb moisture?
(Moisture Regain)

Excellent	Good	Moderate	Fair	Poor

How long will it wear?
(Abrasion Resistance)

Will it recover from wrinkles
or creases? (Resilience)

How easily will it break?
(Strength)

Will it shrink or stretch?
(Dimensional Stability)

Will it absorb moisture?
(Moisture Regain)

Excellent					
Good					
Moderate					
Fair					
Poor					

How long will it wear?
(Abrasion Resistance)

Will it recover from wrinkles or creases?
(Resilience)

How easily will it break?
(Strength)

Will it shrink or stretch?
(Dimensional Stability)

Will it absorb moisture?
(Moisture Regain)

Excellent						How long will it wear? (Abrasion Resistance)
Good						Will it recover from wrinkles or creases? (Resilience)
Moderate						How easily will it break? (Strength)
Fair						Will it shrink or stretch? (Dimensional Stability)
Poor						Will it absorb moisture? (Moisture Regain)

CONSUMER PROBLEMS FOR THE CLASSROOM

Connie Sasse

Case studies can be one way to make consumer education seem real and meaningful to students. Through this type of simulation a student can often see how the principles he is learning are directly applicable to his life, or to the lives of those he knows. Case studies can be designed to teach specific bits of information, to help the student become aware of alternative courses of action in a given situation, to explore a variety of consumer situations that may arise, and to illustrate how values and goals are a critical component of consumer behavior. The selection of case studies given below might be used to stimulate discussion, as a basis for skits or role playing, or in a written exercise. In any such use, they are a vehicle through which the teacher can lead students to discover principles to guide his own consumer decisions.

June was shopping for a birthday present for her mother. She had decided a travel alarm clock would be nice, and was trying to decide between several models the store had displayed on their shelves. When she picked out the one she thought her mother would like, the clerk told her the ones on the shelves were display models only, and gave her a boxed clock. When June's mother opened the box on her birthday, to June's dismay, the clock was not the same one she had picked out. It was the same pretty orange color, and had the same gold bells on the top of it, but the face was another color and it did not look like as nice a clock as June thought she was buying. What can June do?

* * *

Jeannie and Karen were on their way to the store after school one day. Jeannie was all excited because she had been saving her money for an electric shaver. Last night she'd seen a newspaper advertisement for a Razomatic Shaver which was formerly \$12.00, but now was marked down to \$7.00. She was telling Karen about the good bargain she was going to get, when Karen said, "Why Jeannie, I was looking at shavers last week for my mother's birthday and the Razomatic ones were only \$7.50--they were never \$12.00." Jeannie didn't know what to do. She thought she was going to get \$5.00 off, but if what Karen said was true, her saving would only be 50¢.

* * *

Gene and Carol have been married nine years and they have only used credit a few times during their marriage. When they were first married they borrowed \$1000 from Gene's grandfather to buy furniture for their apartment, but they paid that debt promptly. They financed their refrigerator and stove on monthly payments through the store where they had purchased them. They have generally saved their money and paid cash for things, such as the washer and dryer they bought four years ago, the hospital expenses when Timmy was born two years ago and the new car they bought last winter. They have 3 gasoline credit cards,

a credit card at Caldwell's Department Store, a checking account and \$800 in their savings account.

They have decided that they have saved enough money for a visit to Carol's parents in New York. When they were planning their trip, they decided to apply for a Master Charge credit card so they would not have to carry so much cash along. Shortly after they applied they received a letter saying that since the Credit Bureau in their county did not have sufficient records concerning their financial affairs, Master Charge could not issue them a credit card. What can Carol and Gene do?

* * *

A door-to-door salesman came to Mr. Bell's home selling radios. Mr. Bell was not really interested in having a new radio, but the salesman convinced Mr. Bell that he should try the radio in his home for a week. If he did not like it after a week, the salesman assured Mr. Bell he could return it. When the radio was delivered, Mr. Bell signed a receipt for it. Later, he decided to call the company to take back the radio because it gave poor reception in his house, but found out he did not have the company's name or address. The receipt he signed turned out to be a retail installment contract for \$53.80. A few days later Mr. Bell received a payment book in the mail with a warning from the finance company that he would be sued if he missed one payment.

* * *

Mary and Sam's refrigerator has been sounding funny lately, and Mary has noticed that foods do not seem to stay as cold as they used to. The refrigerator is eight years old, and has never needed repair before. One night when they were talking about the refrigerator Mary said, "Maybe eight years is all a refrigerator is supposed to last. Maybe it is not worth paying to have it fixed." Sam replied, "Oh I think it is, Mary. At work the other day, George was telling us about an article in the paper that told how long appliances were supposed to last. He said refrigerators were supposed to last 15 years. Why, with a repair job, we should be able to keep ours at least another seven years."

Was Sam right that refrigerators should last about 15 years? How can knowing the expected life of an appliance help consumers make wise decisions?

* * *

Sara and Tom just got married. They only had one pan, so they decided to use some money they had gotten as a gift to buy a set of cookware. They watched the ads in the newspaper, and when they saw a set of five pans on sale for \$15.99, they decided to go look at them. When they got to the store, they thought the advertised pans looked poorly made. The clerk told them that while the sale pans were inexpensive, they were not really much good, and that the set which sold for \$35.99 was really a much better quality which would certainly be more satisfactory. Sara liked the better quality pans and was ready to buy them. Tom pointed out that those pans were not on sale and that they had agreed to spend about \$20 or less for pans.

Why did the clerk refer to the sale pans as "not much good"?

Why was the set of pans advertised if they were a poor quality?

What do you think would have happened if Sara and Tom had insisted on buying the sale pans?

Advertisements of this type are known as "bait and switch" advertisements. What does "bait and switch" mean? How can a consumer guard against "bait and switch" advertisements?

* * *

Charlie loved music. He was a special fan of Aretha Franklin. He did not have a radio or record player at home, but at the drive-in where he worked part time he could listen to the juke box.

One Saturday, Charlie saw a portable radio in the window of a discount store. The display sign said "THE ARETHA FRANKLIN SPECIAL, Only \$35.00." In smaller print the sign said "\$5 down and 12 months to pay at 4% interest." Charlie did not have \$35 in cash but when he received his next paycheck from the drive-in he would have \$5.00 for a down payment. He thought 4% sounded like a small amount of interest for an Aretha Franklin radio.

How much does Charlie know about the quality of the radio?

How much should he know?

How much does the same radio sell for in other stores?

Why did the store owner advertise the radio as "THE ARETHA FRANKLIN SPECIAL"?

Would 4% sound to you like a small amount of interest if it were paid on an annual basis? A monthly basis? What *did* the ad mean?

* * *

One day when Dolly went out to get the mail, she found an unexpected package in her box. She could not figure out who would be sending her a package so she was very curious to see what was in it. When she opened it, she found a box of greeting cards. The letter which accompanied the box said that she had been chosen to sell May Cards and that they had taken the liberty of sending her the first box. The letter told her to send \$1.50 to pay for the cards and that the company would then send her as many boxes as she wanted to sell. Dolly was not interested in selling the cards, so she just kept them and did not send the money they told her to.

Did Dolly do the right thing in keeping the cards? Could she use them without paying for them?

Is Dolly legally responsible for either returning the cards or paying for them? (Answer is No!)

* * *

Mary jumped up and down. "Mom, come and look what the letter I got says!" "Why," replied her mother, "it says you've won a bicycle in a contest. I didn't know you'd entered any contest for a bike." Mary said, "Oh, I filled out a little form when I went to the new store on the Plaza for its grand opening." As Mary's mother continued to read the letter, all of a sudden she said, "There's a catch, Mary. It says you have to buy \$20.00 worth of merchandise at the store in order to qualify for the bike you won." "But, Mom," Mary protested, "that's not fair. Either I won the bike or I didn't--how can they make me buy \$20.00 worth of things before I can have it?"

Is it fair to require Mary to buy the merchandise before receiving her bike?

Is it legal to do so?

Who could Mary contact to report this? (Federal Trade Commission)

Would it be worth it to Mary to buy \$20.00 worth of things to get the bike if she needed a bike? If she does not need a bike?

Would the size and quality of the bike influence her decision?

* * *

Frances was walking along a business street one day when she saw a huge sign on the window of a store. "Sale! Everything must go! 50% off on everything--going out of business this week!" Frances looked inside and saw a table full of hair dryers. Since she had been saving her babysitting money for a hair dryer, she decided to look at what they had. The salesman told her he had four famous "Beauty Set" hair dryers left for half price, only \$30.00. Frances had \$32 saved, and since this was such a bargain, she decided to buy one of the Beauty Set dryers.

The following week, Frances happened to be in a big department store and she decided to look at the hair dryers. Much to her surprise, Beauty Set dryers like she had were only \$25.00. She asked the clerk if that was not half price, but the clerk told her she had worked there five years and that is what the Beauty Set dryers had always been.

Several weeks later, Frances walked past the first store again. The same huge sign was still in the window. "Sale! Everything must go! 50% off on everything--going out of business this week!"

Why did the owner of the store advertise that he was "going out of business this week"?

In what ways was the advertisement misleading?

What could Frances have done to insure that she was getting a bargain?

What should Francis do now that she has discovered that she has been misled?

What can be done to put an end to misleading advertising such as that described in this story?

* * *

Ben and Sandra Weeks have just moved into a new apartment. They need a table and chairs for their kitchen, and a chair for the living room. At the Price is Right Furniture Store they found just the table and chairs that Sandra wanted.

The salesman said, "They certainly do look nice, and I can let you have them all for \$125.00." Since Ben thought that was about the right price, they decided to buy them. The salesman asked whether they wanted to pay cash or buy them on time (on credit); Ben replied that since he could only pay \$25.00 now, he would have to buy on credit. The salesman took out a sales contract that had a lot of fine print and told Ben to sign on the bottom line. When Ben had signed the contract the salesman gave him a copy of the contract and told him he would receive a payment book in the mail. This book would tell Ben when and where to mail his payments for the furniture.

About a week later, Ben received a coupon book from the Fair Treatment Finance Company. There were six coupons in the book, each with a date when \$25 was due the finance company.

Ben started to think. "Sandra, listen to this. I've got 6 coupons here for \$25 each--that's \$150.00. I already paid them \$25.00 in cash--that's a total of \$175.00. Something funny is going on because the salesman said the price was only \$125.00. They've charged me \$50.00 too much."

Ben called the manager of the Price is Right Furniture Store right away and complained about being overcharged. The manager told him he should look at the contract he had signed because it listed all the costs. Ben looked at his contract:

Price:	\$125.00
Less Down Payment:	25.00
Balance:	<u>\$100.00</u>
Credit Service Charge:	40.00
Credit Life Insurance:	5.00
Credit Property Insurance:	<u>5.00</u>
Total Balance Due:	<u>\$150.00</u>

How much did Ben expect to pay for the furniture when he signed the contract?

Why was he shocked when he discovered how much he had to pay?

What could Ben have done in the first place to avoid paying more than he intended?

What were the extra charges that Ben had to pay? Why did the store make the charges? Were the charges fair?

How much credit was the store giving to Ben? Why might this amount be considered as a loan?

What rate of interest was Ben paying?

Since Ben believed he was paying a total of \$125 when he signed the contract, should he be required to pay the full \$175? Why?

Why did a finance company rather than the furniture store ask Ben to pay?

CLASSROOM ACTIVITIES IN CONSUMER EDUCATION

Suggested by *Connie Sasse*

Consumer Board of Inquiry

For this activity, the teacher or the teacher and students (if they were willing to participate) would bring in purchases with which they were not satisfied. The class members, who constitute the Inquiry Board, would try to guess why the consumer was dissatisfied, and suggest remedies for future purchases.

Articles illustrating a variety of errors would make the Board of Inquiry Session more meaningful to students. Examples might be shoddy workmanship--a pair of jeans which disintegrated along one leg after two washings, or a T-shirt which shrunk beyond wearing after one wash; things which never really fit, but were purchased because the consumer liked them--shoes that are too tight, or a pant dress that is too short in the crotch; or items that do not fit into the life style of the consumer--a beaded purse that is not appropriate for picnics or card parties that the consumer enjoys, or an electric orange juice maker when the consumer always buys frozen orange juice.

The Inquiry Board may not always guess the correct reason that the consumer was dissatisfied. This might stimulate thinking about what a personal thing consumption is. If the class were interested, the articles brought for the Board of Inquiry Session might be used in the Garage Sale described below.

Garage Sale

Staging a garage sale in your classroom may capitalize on the current popularity of garage sales to interest your students. If students have brought in items for the Consumer Board of Inquiry as described above, some may want to use these items for the garage sale.

Students could be divided into teams (so that during the sale, some students could staff the booths while others shopped) with each team stocking its own booth and pricing its own merchandise. During the sale, students could exchange goods as well as purchase them.

Follow up might include a discussion on the factors which influenced students' purchases, why certain items did not sell, and why other items or types of items sold well.

Advertising Agency

While studying advertising, students could form their own advertising agency to develop advertisements which meet ethical guidelines, include factual information and are not deceptive in any way. These

advertisements could be for new products not on the market, such as peanut butter turnovers, a combined knife and sharpener, a new game for teenagers, or special wheel covers for a car.

Students could produce their advertisements for any medium which interests them. The advertisements could be analyzed by the class for the source of their appeal, e.g., do they appeal to the buyer's emotions or intellect? Would the advertisement be effective in convincing consumers to buy the product?

If I Had . . .

To stimulate thinking about money and values, students could respond to the following:

If I had \$1,000 . . .

If I had all the money I wanted . . .

If I had \$5.00 . . .

With unlimited funds, the students could estimate the cost of each item they would like to have and then figure out the sum that their wildest dreams suggest. Along with a discussion of the various items students would purchase, a bulletin board could be prepared, with the students placing their lists on the bulletin board or using pictures to illustrate their wishes.

Why are the students wants so different? Are students more realistic and choices more easily justified when they decide what to do with \$5.00 than with \$1,000?

Bluff

This game of definitions uses two teams of students. For each round the teacher supplies a vocabulary word, which she places on a small piece of paper along with its definition. She also prepares enough pieces of paper which say BLUFF on them so that each member of the team will have one. All these small pieces of paper are put in a box, and all the members of Team A draw one--one student will get the defined word while the others get BLUFFS. The teacher announces the word for the round and the members of team A each give a definition of the word, with the person who received the definition paraphrasing it, and the others bluffing by making up their own definitions. The teacher who wishes to structure the situation to make it more meaningful can provide all of the definitions which team A gives. This should make it more difficult for team B to guess the correct definition, since it will eliminate the unrealistic answers some students may give.

Team B chooses which person actually gave the correct definition of the word. Team members can confer and choose as a group, or members of the team can take turns guessing which answer is correct.

For each round, a certain number of points can be available and if

Team B guesses the correct answer, they are awarded the points, while if Team A succeeds in bluffing their opponents, they receive the points.

In the next round, Team B becomes the definers, and Team A the guessers. This game could be used as an introduction to a unit, in which case the students would be unfamiliar with the terms, or could be used as a review device at the end of the unit. If the teacher provides the definitions for all the members of the defining team, she may be able to use these same alternatives in constructing multiple choice test items.

Given below are a series of definitions and bluffs based on terms from an insurance unit.

Premium:

A Premium is a type of very good insurance policy, like premium gasoline.

A Premium is the paper the insurance agent gives you after you buy insurance.

A Premium is a kind of policy to cover your house.

A Premium is the money paid to keep an insurance policy in effect.

Premium is another name for insurance agent.

Premium is the commission received by the insurance agent.

The Premium pays the hospital expenses in medical insurance.

Beneficiary:

A beneficiary is a person who pays an insurance policy.

A beneficiary is a person who sells insurance.

A beneficiary is the person who will receive money when a life insurance policy becomes payable.

A beneficiary receives damages after an auto accident.

A beneficiary is someone who has his house protected against fire.

A beneficiary works for an insurance company setting rates.

Deductible:

The deductible is money paid the insurance company for a policy.

The deductible is a clause in an insurance policy requiring the insured to pay the first part of each loss.

The deductible is a type of policy where missed payments are deducted from the coverage.

The deductible is the money the agent keeps as his commission before he sends the money to the company.

The deductible is money refunded to the customer for prompt payment.

Cash Value:

Cash value is the reserve accumulated on a life insurance policy.

Cash value is the amount paid by a life insurance policy in case of death.

Cash value is the amount paid to the insurance company to keep the policy in effect.

Cash value is the amount your personal property is insured for.

Cash value is used in figuring how much the company owes you after an auto accident.

Cash value is the name of a type of insurance policy that pays cash.

Term Insurance:

Term insurance is life insurance for the whole of life with payments due until death.

Term insurance is life insurance for the whole of life with payments only for a limited term.

Term insurance is life insurance which is in effect for a stated term, then the policy holder receives the face value of the policy.

Term insurance is life insurance purchased by your employer while you are working for him.

Term insurance is life insurance to insure full payment of loans in case of death.

Term insurance is life insurance only in effect while you are making payments.

Major Medical Insurance:

Major medical insurance protects against loss of income during illness.

Major medical insurance pays hospital fees for major illnesses.

Major medical insurance covers large medical bills not covered by other policies.

Major medical insurance pays a majority of the doctor's bills.

Major medical insurance pays for major and minor surgical expenses.

Major medical insurance pays medical bills after an auto accident.

Liability Insurance:

Liability insurance provides protection for injury to persons or property for which you are responsible.

Liability insurance covers your home against loss from hail, storms or riots.

Liability insurance protects your belongings against theft.

Liability insurance protects your property from fire.

Liability insurance is a broad package which protects your home from a variety of hazards in a single policy.

Liability insurance protects you against incompetent fire departments.

Collision Insurance:

Collision insurance pays for damage done to the other person's car in an accident.

Collision insurance pays for damage done to your car in an accident.

Collision insurance pays for property damage done by your car in an accident.

Collision insurance pays for property damage done by the other person's car if the accident is your fault.

Collision insurance pays the other person damages if the accident is your fault.

Collision insurance pays medical bills which are the result of an accident.

A Spending Plan

In a unit on clothes buying, students could be given the following hypothetical situation:

Suppose your home had burned down, and all your clothing was lost. The Red Cross has found temporary shelter for your family, and has provided a \$100 clothing allowance for each member of your family. Your parents have allowed you to decide what you will purchase, with the reminder that there will be no family money for clothes for several months. What things should you consider in deciding how to spend the \$100? Prepare an itemized spending plan which will provide the clothing you will need over the next six months. Mail order catalogs might be used in making choices, with students making out a real order for the clothing they have selected.

HIDDEN CONSUMER TERMS

Developed by *Alberta Dobry*
Instructor
Department of Family Ecology
College of Human Ecology
Michigan State University
East Lansing, Michigan

B I L L A K B O V K D N E B
U R F I N A N C E L E W H L
D P F T A D T P M Y X J N D
G Q W A C V U K H M O N E Y
E D E X P E N D I T U R E J
T Z C E B R R S P Y M G D I
G F R O I T E L A B E L S P
S R E J N I S Z C O P U V U
Q I D E C S O S K T V X Q F
N N I R A E U G A C Y U H F
S C T D C M R M G V F R F I
G O O D S E C W E N E Y A N
O M R X K N E L T R X Z U G
B E R I N T E R E S T U T M

DIRECTIONS: Find the hidden words within the letters by identifying the definitions. Circle each word as you find it. Words may be horizontal, vertical or diagonal on the page. Given letters may be used in more than one word.

Definitions of Consumer Terms in the Hidden Words Puzzle

1. A paid public announcement offering goods, services and ideas for sale. (advertisement)
2. A list of charges or costs for goods or services presented by the person or firm providing them to the person paying for them. (bill)
3. A plan for the use of money based on goals and expected income and expenditures. (budget)
4. One who uses goods and services; buyer of goods and services. (consumer)
5. An individual or business who sells goods and services on credit. (creditor)
6. The outlay of money; the spending of money for goods and services. (expenditure)
7. Price paid for services rendered, or for admission to an event or meeting. (fee)
8. The subject which deals with money and credit. (finance)

9. Merchandise bought and sold in the marketplace; types include durables, nondurables, and semi-durables. (goods)
10. Money received from one's business, labor, or investments. (income)
11. Price paid for the use of money over a period of time. (interest)
12. Any printed message attached to merchandise or printed on a package which may be descriptive and/or informative. (label)
13. That which is desired by a person, but is not necessary. (luxury)
14. A medium of exchange which is widely circulated and accepted as a standard of value by society. (money)
15. Those goods and services considered essential for living. (needs)
16. Container or wrapping in which products are placed for shipment and/or sale. (package)
17. In advertising, subjective or opinion type statement about a product. (puffing)
18. Wealth which includes time, energy, equipment, and ability as well as money. (resource)
19. To set aside or safeguard for future use. (save)
20. The payment collected from individuals to be used primarily for providing services to all the people. (tax)

RESOURCES FOR TEACHERS

Summarized by *Connie R. Sasse*

Busy teachers sometimes become so involved in their day-to-day tasks that they have little time to obtain or review new materials which might be of interest to them and of use in their teaching. Presented below are reviews of materials in consumer education which have come into our office. We share these with the hope that you may find them useful in your teaching.

FORUM

Updating Consumerism

Fall/Winter 1972

Published by the J. C. Penney Co., Inc.

The thought providing Fall/Winter 1972 issue of FORUM begins by asking which of these consumer issues "turn you on"?

- Product Safety (Consumer Safety Act)
- Value-Added Tax
- Fair Credit Billing Act
- Over-the-Counter Drug Controls
- Truth-in-Advertising
- Consumer Protection Agency
- Gasoline Octane Ratings
- Metric System
- Door-to-Door Salesmen
- Mail Order Merchandise
- Warranties and Guarantees
- Care Labeling
- Licensing of Auto Mechanics

FORUM says, "Consumer Education has come a long way since the days of better buymanship. But has it come far enough along to help individuals understand current issues that will affect them as consumers and may even influence their life styles?" (p. 3) FORUM was planned to help the reader think through what issues are important in consumerism today.

Two articles keynote consumer issues. In "Consumerism--What is the Issue?" a variety of opinions are presented by persons with diverse interests in consumer problems. In "Exploring Consumer Issues" a five-step decision making process is used as a basis for discussing consumer problems and issues. Other articles which you may find interesting are "How Open Can You Be To A New Viewpoint?" and "The Psychology of Involvement." Included at regular intervals throughout the magazine are Value Clarification Breaks which involve the reader in exploring his own values and beliefs.

The former FASHIONS AND FABRICS swatch folder has been renamed INSIGHTS INTO CONSUMERISM, and will focus on consumer issues. The

Fall/Winter 1972 INSIGHTS INTO CONSUMERISM includes general information on understanding the economy and inflation, a script for a radio or television presentation on "Understanding Our Economy" with overhead transparencies and materials for a bulletin board, a newsletter on current consumer issues, and a buying guide on Sewing Machines.

Current issues of *Forum* and *Insights Into Consumerism* may be obtained by educators free of charge from the Manager of the local J. C. Penney store. If your local store no longer has copies of *Forum* and *Insights Into Consumerism*, Fall/Winter 1972, they may be ordered for \$1.25 from:

Educational and Consumer Relations
J. C. Penney Company, Inc.
1301 Avenue of the Americas
New York, New York 10019

CONSUMER EDUCATION IN AN AGE OF ADAPTATION

Sally R. Campbell

*in cooperation with the Consumer Information Services
of Sears, Roebuck and Co.*

"Consumer Education in an Age of Adaptation" is a comprehensive reference and resource manual for consumer educators. It suggests educational objectives for consumer education in a variety of content areas: the consumer and the economy, values and goals, occupation and income, management of resources, economic choices, consumer information, advertising, selling aids and motivators, buying goods and services, housing, consumer credit, insurance protection, savings and investments, taxes, consumer grievances, consumer protection, consumer rights and responsibilities, and the consumer and the environment. Special emphasis is given to adapting these objectives to meet individual student needs and interests. Suggestions are given for adaptation for cultural differences, age differences, differences in learning abilities, and different economic characteristics.

A variety of learning experiences are suggested which relate to the content and educational objectives given. Since knowing your students is an essential first step in planning educational programs which can meet students' needs and interests, one section of this manual is devoted to a number of devices which teachers might use. Included is a teacher questionnaire to help educators learn what they know--or do not know--about their students. Several other questionnaires are for use with students, to reveal attitudes and opinions, consumer behavior, knowledge in various content areas in consumer education, and cultural backgrounds and experiences. Some guides for using the devices are suggested.

A bibliography for teachers is given which gives general references as well as specific references for developing educational objectives, and

adapting for student differences in the various areas mentioned above. A comprehensive glossary of consumer terms completes the manual.

"Consumer Education in an Age of Adaptation" was designed to be a compendium of ideas and information to help teachers modify content and teaching methods to meet differing student needs while keeping pace in the changing marketplace in which consumer activities are carried out. It is available for \$2.00 from the Consumer Information Services of Sears, Roebuck, and Co., Department 703, Public Relations, 303 East Ohio Street, Chicago, IL 60611.

CONSUMER EDUCATION FOR FAMILIES WITH LIMITED INCOME

Prepared by

Home Economics Instructional Materials Center
Texas Tech University
Lubbock, Texas

This publication is designed as an aid for teaching adults with limited incomes. The decision making process has been emphasized throughout, in the belief that this approach would help students identify and analyze their values, needs, wants, goals, and resources, and to make rational decisions, regardless of the technological changes which may occur.

The bulletin is divided into three sections. Section one discusses poverty, characteristics and limitations of the poor, and how these characteristics may affect learning. Program planning and teaching methods are discussed, and suggestions are given for evaluative techniques which can be used with disadvantaged adults. A section on visual aids and a list of references for the teacher conclude the section.

Section two consists of a series of lesson plans covering ten areas of consumer education: decision making, planning, buying, banking, borrowing, saving, insuring, sharing, earning, and protecting. The lessons contain objectives, vocabulary words, suggestions for content and learning experiences, suggestions for application, and "Key Ideas" or generalizations to be gained from the lesson. They were planned for those with at least a fourth grade education. Suggestions for adapting the lessons to make them relevant to the needs and interests of a teacher's particular group of students are given.

There is a wealth of suggestions for visual aids, and many different types of learning experiences, including case studies, unfinished stories, games, skits, stories, spending problems, dramatizations, and role playing situations.

Section three is designed to help the teacher work with families in extreme poverty and with little or no education. The emphasis is on working on a one-to-one basis.

The bulletin concludes with a list of free or inexpensive materials for use with disadvantaged adults. While this bulletin was prepared for use with families with low incomes, many of the materials could be adapted to consumer education in the secondary school. Information concerning this bulletin can be obtained by writing:

Texas Tech University
College of Home Economics
Department of Home Economics Education
Lubbock, Texas

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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL • HOME AND FAMILY • EMPLOYMENT

HUMANENESS AND HOME ECONOMICS IN THE SECONDARY SCHOOL

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HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
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Vol. XVI, No. 3, January-February, 1973. Published five times each year.
Subscriptions \$5 per year. Single copies \$1. Special \$3 subscription
rate for graduate and undergraduate subscriptions when ordered by
teacher educator on forms available from ILLINOIS TEACHER office.

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FOREWORD

In this issue of the ILLINOIS TEACHER, focused on Child Development and Family Life, we have attempted to share some humane experiences, ideas, practices, and principles of teaching, which we have solicited from a number of authors. The ideas, opinions, and beliefs presented in this issue do not necessarily represent those of the editorial staff, but do express evidence of change in today's society. If teachers are to be change agents, they need an awareness of changes existing in the field.

The articles seem to fall into four categories: (1) The young child and the individual with implications for classroom use, curriculum development and community involvement. Some humanistic experiences direct attention to the child and the individual with implications for classroom use. (2) The family. Some changes in family structure, life styles, and patterns are presented in two articles as experiments in group or communal living. These alternative patterns can be shared with students to indicate changes and relationships of the past, present, and future living styles. (3) Occupational programs in child care. Two unique plans are offered for using child development principles in realistic, humane settings. The humaneness of these programs is accented by the utilitarian ways in which they serve the community while preparing young people for employment. (4) A toy safety unit. We have presented curriculum for teaching toy safety and finally, some readings that may help you in making your teaching more humane.

We invite your reactions and your suggestions for further developments in these areas.

Kathryn W. Smith
Janet Tracy
Joan E. O'Bryant
Editors for This Issue



*Kay Smith, Janet Tracy and Joan O'Bryant
at work on the ILLINOIS TEACHER.*

HUMANENESS IN PRESCHOOL

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It seems to me that we would go a long way towards rehumanizing the preschool if we concerned ourselves a great deal less with possible program outcomes and concentrated instead on improving the quality of day-to-day experiences of children. It is not uncommon these days to see children in preschools subjected to group instruction in beginning reading, arithmetic, and handwriting. What we have customarily done--and not very well--with first graders is now being imposed on children earlier and earlier in their young lives. From the point of view of this observer such early emphasis on academics undermines the humaneness of preschool programs.

There are many possible points of entry into a discussion of the problems of humanizing preschools. For this discussion I have selected some aspects of preschool programs which seem to me to be related to the problems of humanizing preschools.

Teacher Attitudes

One aspect of humaneness in preschools involves attitudes of teachers toward children. Children's daily encounters with adults should be marked by *respect*. I want to add quickly that respect is not a mystical or mysterious concept. To treat children with respect means to treat their feelings, wishes, opinions, and ideas as valid--even when we disagree with them. Thus, if a small child expresses the view that the pet guinea pig will eat him up, the adult can treat his opinion as valid even though he/she disagrees with him. She can use the occasion to clarify the facts of the case without "putting him down." Adults often say belittling and demeaning things to children that they would never say to someone of their own size! In such cases children are not being treated with respect. It should be remembered that respecting children does not alter the fact that they are dependent on adults. Let us suppose, for example, that we are responsible for a young child who has a serious allergy to all candies. He is extremely dependent upon us to constrain him from eating them; this responsibility should not prevent us from respecting his feeling of frustration or deprivation because he cannot have the candy. Such respect toward children is more likely when the adults respect their own judgments and decisions and accept the authority which is theirs by virtue of greater knowledge and experience.

Another aspect of the quality of daily life in preschool programs concerns the nature of love and acceptance of children. There is general agreement among educators of young children that adults who are caretakers should be loving and accepting of children. But even loving and accepting adults may not be able to make children *feel* loved and accepted. When teachers become aware of the fact that their love for children may not be *felt* by the children, they can focus their attention more on children's experiences than on their own feelings toward them.

They should strive to answer such questions as: What is the quality of the day-to-day life--inner life, social life, intellectual life--of the children served? What feelings, sounds, sensations, images, perceptions, and ideas is each child experiencing each day?

Teaching Style

Another aspect of humaneness in preschools involves teaching style. Teachers are often thought of as being either authoritarian or permissive. An authoritarian teacher makes demands on children, sets expectations for them, and requires conformity to rules and often quite arbitrary requirements. The permissive teacher makes few demands, sets few expectations, and requires little conformity to rules and regulations. Teachers provide a humane environment when their style is neither authoritarian or permissive but *authoritative* [Baumrind, 1971]. This is a style of teaching in which the teacher makes developmentally and culturally appropriate demands on children *with warmth*; when he/she sets expectations with encouragement and when he/she requires conformity to rules and requirements with reasonable explanations. It seems to me that this kind of combination of adult warmth and strength is necessary for the child who needs adults willing to make decisions about the kinds of environment and activities which are most likely to stimulate and support growth.

Self-concept

The aspect of children's development usually referred to as self-concept or self-image is another important dimension of humaneness in preschools.

There are many different approaches to the study of the self-concept [see, for example, Coller, 1972; Yamamoto, 1972]. I find it helpful to think of the self-concept (feelings, images, concepts about oneself) as having five major dimensions as follows:

1. *Value*. This dimension refers to the notion that feelings about the self can vary from positive to negative. When a child's feelings are positive, we say he has high self-esteem; when they are negative, we speak of low self-esteem. Positive feelings might result from the satisfaction or pride which comes from achieving something important or solving a tough problem, or from being included in a warm and friendly group of children and adults, or from hearing a parent or teacher speak to others with pride and affection about him.

2. *Power*. This dimension refers to the notion that one can feel oneself strong and powerful, or weak and powerless, or somewhere in between. One's sense of power or strength varies greatly with the situation. A young child may feel powerful in relation to a younger brother, but powerless when confronted with an older schoolmate. A child may regard himself as strong, but also have negative feelings about himself. Similarly, a child may have positive feelings about himself, but still experience a sense of powerlessness. The important point to remember is that having a strong self-concept is not necessarily the same as having a positive one.

3. *Clarity*. This dimension refers to the idea that a person's self-image can be clear or diffuse. With increasing maturity the concept of self becomes not only more clear, but more fixed, stable, or rigid. It is characteristic of young growing children that the self-concept is diffuse [c.f. Bower, 1966] at least compared to the self-concept of mature adults.

4. *Situational determinants*. Feelings and concepts of the self vary greatly in different interpersonal situations [Yamamoto, 1972]. For example, a child may feel strongly positive about himself at home with his family, but perhaps neutral at school or negative among neighborhood children, or an adult woman might feel strongly positive when working in her own kitchen, and still "all thumbs" when with her mother-in-law. Teachers often report that they feel strongly positive working with their children in class, and yet are overcome with feelings of inadequacy when an administrator or supervisor walks into class. In both these examples, the adult is exactly the same person before and after the 'intruder' enters the situation, but has redefined and re-evaluated himself/herself in the altered situation. The important thing is that while adults can often put themselves in situations which reinforce their positive feelings, young children have little such maneuverability. They are, in a real sense, bound in the situations adults provide for them. Therefore, it is important that settings such as preschools offer a wide variety of possible situations for children to sample and explore.

5. *Criteria for self-assessment*. The criteria against which individuals make judgments about themselves vary widely by culture, ethnic group, and neighborhood. But the basic criteria are acquired very early within the family. If, for example, you are growing in a family in which you--as a six-year-old girl--are expected to take care of your baby brother and you let him get hurt, your self-esteem is likely to suffer. In another family your ability to care for younger siblings may not be an important criterion against which the self is evaluated. Or suppose you are a six-year-old growing in a family in which an important criterion is being able to read and use a sophisticated vocabulary. If you cannot reach the criterion, your self-concept will suffer. In a family which does not make intellectual sophistication a criterion, this same child might be quite comfortable.

There is an endless list of potential criteria against which judgments about the self can be made. Teachers often ask children to conform to criteria which are either new to them or incompatible with those acquired from their families. For example, being "tough" might be a criterion of great importance to one young child. His teacher might disapprove of this "toughness" but it may be highly valued in his family or neighborhood. What gives esteem at home may be put down at school. Should a teacher encourage a young boy to play with dolls when the boy senses that this activity would mean, in his family, that he fails on a masculinity criterion? How should teachers respond in situations like these? Humane responses seem to call for sensitive expression of respect for family-derived criteria. Teachers can indicate that certain customs accepted at school are different from those which are important at home. Three important points here are: first, to accept differences

without "putting them down." Secondly, remember that it is almost always more important for a child's total growth to measure up to his *family's* criteria than to the preschool criteria; measuring up to preschool criteria cannot claim such power over a child's long-range growth. Thirdly, in all cases of incompatible criteria, a teacher must weigh her actions on behalf of an individual child against her responsibility for the welfare of the whole group of children in her care.

SUMMARY

I have suggested that rehumanizing the preschool will be greatly fostered when we direct more of our attention to the quality of day-to-day life in preschools and less to their outcomes or results. Helping children to feel respected and loved should be one of our priorities. The suggestion has been made that the time has come to go beyond the authoritarian--permissive dichotomy in looking at teaching, and consider a style called authoritative. Issues surrounding the self-concept are more complex. Feelings about oneself seem to be at the very core of the quality of our lives. The five dimensions described above are interwoven in complex ways. A positive self-image is never established once and for all time. It is sensitive to many situations and experiences. The daily situation and experiences provided by a preschool program can make a substantial contribution to the course of growth.

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SELF-PERCEPTIONS OF CHILDREN ON SUCCESS AND FAILURE

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EDITOR'S NOTE: The studies reported in this article could be utilized by students in child development classes for selected observations of children. The teacher could set up various tasks, as described in this article, while students observed and recorded the outcomes. If students are allowed to aid in the preschool or play school environment, they could participate in tasks involving success and failures and discuss with the children their perceptions of why they succeeded or failed.

Psychological surveys indicate that children differ in the extent to which they think they are responsible for what happens to them [Rotter, 1966]. Some children report that their efforts, rather than chance, determine whether they experience desirable events, such as success at a task, or aversive events, such as failure. They are said to report "internal control." Other children tend to see themselves as helpless in determining desirable and aversive events; success and failure appear to be largely determined by other people or by chance. These children are said to report "external control." As a group, children who report internal control outperform helpless children in school [Chance, 1965] and on reading, arithmetic, and verbal achievement tests [Crandall, Katovsky, and Preston, 1962; Coleman, 1966].

Dweck and Reppucci [1972] showed that children who reported external control (general helplessness) did not persist in attempting to complete block designs similar to those given in the Wechsler Intelligence Scale for Children when compared to children who reported internal control of success and failure. This lack of persistence occurred after the children were given insolvable block designs, a task at which they, of course, failed.

Dweck [1972] then conducted a study in which one group of helpless children were given 15 arithmetic problems, three of which were insolvable in the time available, and told that their failure of the insolvable problems was due to insufficient effort. This procedure was repeated for 25 sessions. The performance of these children on a different test of arithmetic skills administered later showed no decrement after failure, whereas, the performance of a second group of helpless children, matched for intelligence with the first, did show a decrement after failure. Hence, it appears that encouraging a "helpless" child's belief that his actions are responsible for his success can have a dramatic, positive, effect in a situation where the child is capable of success.

ANIMAL STUDIES OF LEARNED HELPLESSNESS

Overmier and Seligman [1967] and Seligman and Maier [1967] demonstrated experimentally the mechanism which could be responsible for

relatively stable individual differences in the extent to which an organism believes himself to be helpless in a number of situations. They demonstrated conclusively with animals that helplessness is learned in situations where no response the organism can emit will produce reward or reduce punishment, and as a consequence, helplessness generalizes to situations other than those in which it was originally learned. Generally, the experimental paradigm consisted in comparing the avoidance learning of naive dogs with that of dogs which had previously experienced electric shock which the animal could in no way escape or control. The avoidance learning task used was the two-way shuttle-box, in which a signal predicted the onset of shock which could be avoided entirely by a dog in one compartment of the box by jumping a barrier to the other compartment. Whereas, virtually all naive dogs learned this task, nearly two-thirds of the dogs which had previously received uncontrollable shock did not, even after many trials. The differences in avoidance learning were profound after only one previous session of 60 uncontrollable shocks. In addition the animals exposed to uncontrollable shock soon quieted in the avoidance task and upon presentation of the signal simply cowered in anticipation of the shock. Like their helpless human counterparts, these dogs did not *persist* in the search for a route of escape from the aversive event. Moreover, if their random behavior led them to jump the barrier for the first time, they did not learn that jumping led to shock-escape as the other dogs would have. For the dogs which had learned helplessness, escape from shock was a matter of chance.

The inferior performance (of animals exposed to inescapable shock) on a subsequent escape/avoidance task has been replicated using extensive intervals between training and test tasks and a variety of test tasks, some of which did not utilize the same aversive events used in helplessness pretraining. However, antidote and immunization procedures against learned helplessness have also been demonstrated. Seligman, Maier, and Geer [1968] administered an antidote procedure to preshocked, helpless dogs by pulling them to the safe side of the two-way shuttlebox during shock trials. After 20 or more trials, the animals performed the task successfully on their own. Also, Seligman and Maier [1967] administered avoidance shock trials (immunization) to helpless dogs before administering the uncontrollable shock and found that the immunized group reacted normally when returned to the shuttle-box for avoidance trials. In fact, the immunized dogs pressed panels near their heads four times as often as did naive dogs during uncontrollable shock, indicating unparalleled attempts to control shock. These dogs had learned "control" during immunization.

STUDIES OF HUMAN DEVELOPMENT

Phenomena discovered in investigating learned helplessness in animals emphasize the importance of studying the following questions: Do human beings brought up in an environment in which they have no control over important events acquire helplessness as a lasting behavioral trait? Do those brought up in an environment which is responsive to their efforts acquire a strong sense of learned, or internal, control? Although not yet conclusive, several studies suggest that man begins to learn in infancy his attitudes about whether he is helpless or in control of his environment.

Yarrow, Rubenstein, and Pederson [1971] observed mothers and their five-month-old infants in their homes and correlated these observations with clusters of items from the Bayley Tests of Infant Development, administered to the infant at five months. They found statistically significant correlations ($\alpha < .05$) of maternal responsiveness to infant crying with the three clusters which best measure internal control as well as with four measures of total mental or psychomotor development. Yarrow *et al.* also correlated the "responsiveness" of inanimate objects ordinarily within the infant's reach at home with the seven variables above and found the correlations to be equally as high or higher. An object's responsiveness is its potential for stimulus change as a result of being handled (e.g., paper is very responsive in that with little effort it will crackle and be crumpled into a different shape).

Ainsworth and Bell [1969] observed the mother-child feeding interaction for 16 to 20 hours during the baby's first three months. The infant was again observed at 12 months when he was left by his mother with a stranger and, later, when his mother returned. It was found that babies whose mothers were most sensitive and responsive to them in their first three months (e.g., responding quickly to the infant's cries for food, pacing food intake by the infant's signals) exhibited the most active efforts to regain contact with the mother upon her return. Two of the 23 one-year-olds observed were strikingly withdrawn and passive; their mothers were among the five classified as least responsive to their infants nine months earlier.

Lewis and Goldbert [1969] recorded the time three-month-olds spent looking at a blinking light. A decrease in the time spent looking has been found to predict high IQ at three or four years of age [Lewis and Goldberg, 1969]. As our theory of learned internal control would predict, response decrement to the light was found to be significantly correlated with maternal responsiveness to crying ($\alpha < .05$) and with maternal responsiveness to positive vocalization or "cooing" ($\alpha < .05$). Mothers who exhibited responsiveness to their infants also exhibited more touching and holding of the infant, as well as looking and smiling at him. The fact that these qualities are found in responsive parents helps to explain the findings of Katkovsky, Crandall, and Good [1967], who examined parental antecedents of internal versus external control and found general babying, protectiveness, affection, and approval to be significantly correlated with his later reports of internal control.

In an experimental study showing the effects of handling and/or providing an instrumental learning task for premature infants, Siqueland [1969] provided one group of infants with daily handling regimens during their extended lying-in period of hospitalization. The handling itself undoubtedly provided opportunities for contingency-learning experiences, but in addition the handled infants from ages 5 through 15 days were exposed daily to 11 minutes of operant conditioning during which they were trained to keep their eyes open to receive and maintain a pacifier or auditory feedback. Siqueland compared the performance of these handled infants with another group of infants who had received neither handling nor the instrumental conditioning task. Performance of these two groups of infants three and one-half months later on a learning task

showed highly reliable statistical differences in favor of the group receiving handling and the prior contingency-learning task.

EDUCATIONAL AND SOCIAL IMPLICATIONS

John Dewey said "The first great knowledge is the power to do." Indeed, it appears that children begin learning the extent of their own power very early in life. As a consequence, parents should provide situations in which infants can succeed, with effort, to obtain goals of interest to them, rather than to fail to achieve such goals. Such situations can be provided by mothers who interact with their children frequently but "on the fly," and at the child's request, while at times telling the child that it is inconvenient for her to respond, giving him a taste of things to come [White, 1971]. If, for example, an infant cries for a toy out of reach, these mothers may respond by kicking the toy to a place where the child can, *with effort*, obtain it while she continues to go about her work. She finds that the child is generally satisfied; in addition, the child grows up to believe that he can, with effort, exert some control over his circumstances.

The psychological studies reported above point up the importance of making it possible for all people in our society to achieve that which they reasonably desire. Stop-gap measures such as tokenism in job placement do not fulfill the desire of men to know that their efforts enable them to attain the jobs or other goals of their choice. We must provide equal opportunity, especially early educational opportunity, for all our children, because they apparently begin to learn very early whether they are powerful or powerless over the events which befall them.

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HUMANISTIC EDUCATION FOR YOUNG CHILDREN: AN EXAMPLE

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In the last few years increasing attention has been given to the quality of life in American schools. Several writers have charged that schools are drab, uninteresting, and unresponsive places [Silberman, 1970; Rogers, 1969; Goodman, 1964]. In an attempt to create more humanistic living and learning environments in schools, many educators have become interested in a style of education known as open education or informal education.

Physical Set-up

Open education requires a different kind of organization of space, materials, time, and people than is commonly found in classrooms. The physical space is divided into learning centers. These are typically of two types, resource centers and interest centers. A *resource* center contains tools or resources which are helpful as models for developing or structuring ideas. For example, a math resource center might contain counters, string, felt numerals, numeral cards, a 100's board, pegs and pegboards, popsicle sticks and rubber bands, and a pan balance. *Interest* centers, on the other hand, allow children to pursue topics they are curious about. For example, some children might be interested in gerbils and a gerbil interest center could be created. Children might like to weigh the gerbils, keeping a chart of the weights over time. Children might also like to see what kinds of foods the gerbils like and small amounts of potato chips, apples, raisins, lettuce, and bread could be brought from home to try out. In a typical open classroom, there would be several different resource and interest centers set up at the same time because different children are capable of and interested in doing different things.

Materials are stored in the learning centers so that they are easily obtained by children when needed. This is different from the usual classroom in which materials are brought out of the closet or storeroom by the teacher at times of her choosing. For example, the typical procedure in many other kinds of classrooms is to provide tempera paint one day, crayons another, collage materials another, and clay on still another. In contrast, in an open classroom these basic supplies are available together most of the time. They are provided because different materials give children the opportunity to experiment with many different ways of doing things and because they enable children to better carry out the ideas they have. If a child wishes to paint a picture of his mother, thick and thin brushes will probably be of more help than just thick ones. Or, perhaps, the child would rather do the picture in crayon and add some bits of fabric from the collage box to finish it off. Without a variety of materials children are not encouraged to think of different ways to do things, or in the event they have a special idea, they are unable to carry it out.

Organization of Time

In an open classroom, a large block of the school day is devoted to a work-time or free-choice time, and children are allowed to move about the room from area to area as they choose. One does not hear in such classrooms the familiar statement from the teacher, "Today *we* are going to" Rather, since children have different interests and abilities, an abundant variety of choices is provided from which they may choose what they will do. This block of time is the major instructional period of the day. There is no math time, language time, science time, or art time, as such. Instead, children are busy with activities which often involve them in learning about math, language, science, and art. For example, when a child builds a structure with unit blocks he finds that two of one kind are as big as one of another (math), that if blocks are not placed correctly the structure will fall (science), that blocks piled one way make a little more interesting structure than blocks piled another (art), and that other people do not understand what has been built or how it was made unless they are given a good description (language).

Role of the Teacher

The teacher in such a classroom plays a different role from the teacher in most kinds of classrooms. Teaching typically means that the adult tells children about things. Teaching in an open classroom, however, means getting children to find out about things. It would be a misrepresentation, however, to suggest that there is not a great deal of telling in an open classroom, too. Children simply cannot discover what things have the name "red," or how many things are "two," or that a metal object that picks up other metal things is called a magnet. The important point is that telling in an open classroom is accompanied by the child's doing, so that there is understanding of what is being said. In addition, the telling is done in relation to situations of interest to the child. When a child makes "cookies" or "balls" out of clay, he usually wants to know how many he has made. Similarly, when a child paints a picture, he is very interested in knowing the names of the colors he has used, and when the teacher prints his name on his picture, he is usually very curious about the letters used to make it. Telling at such times is usually appreciated and often requested.

It is the teacher's role in such classrooms to move among the children as they work and supply the information, ask the questions, and give the guidance which will move them along in their learning. What a child learns each day and the way he learns it will vary from child to child. In the long run, however, most children will have learned a common core of basic information and skills.

Another of the teacher's roles is to plan the environment so that it is conducive to learning. The placement of materials is carefully planned. All materials have a permanent storage place. This is important so that children will know where to find what they need and where to put things when they are finished. Both of these processes are further facilitated by storing materials close to where they are most

frequently used. When one item is needed in more than one area of the room, some of it is stored in one area and the rest in another area.

Another responsibility of the teacher is the care of materials. For example, paint brushes need to be washed every day and stored with the bristles up so they do not bend, clay needs to be stored in air-tight containers so that it does not dry out, and puzzle pieces need to be accounted for every day so that they do not get lost. Children should be encouraged to assume a great deal of the responsibility for the care of materials in a classroom.

CONCLUSION

In summary, it should be pointed out that the style of education described above is based on certain beliefs about and attitudes toward children. Basic among these is the belief that each individual is unique and of worth. Basic also is trust in children and respect for their ideas. And finally, open education assumes that when the best is expected from children, they will give it.

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HUMANIZING OURSELVES AND OUR STUDENTS THROUGH EXPERIENCES WITH YOUNG CHILDREN

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From time to time we *must* re-examine our educational aims. Within the last few years students in general have expressed the sentiment that such re-examination is long overdue. Often they have taken the initiative in making suggestions for both the process of re-examination and its product. Hoover [1968] outlines ideas for the selection of instructional practices. Are they similar to what students feel is fundamental to the context of their learning environment? He says that educational settings must take into account:

1. the immediate needs of the growing, developing teenager
2. the reasons for school
 - a. why he is in school
 - b. what are some of the outcomes sought
 - c. what behavioral changes might be anticipated as the result of the school experience
3. the impact that adolescent experiences have on processes of learning.

Why, then, does it appear that educators are falling short of student's needs if the questions asked in planning are similar to those that students are presenting for adoption?

Humanizing a curriculum holds some powerful possibilities, and brings us closer to some answers. Material that is relevant to some students may be meaningless to others. In humanizing curricula, the student is directly confronted with himself, in the form of feelings and a self-identity that might otherwise be ignored [Hoover, 1968]. As a person is confronted with himself, a self-identity can form and grow. Positive outcomes follow. For adolescents and adults, developmental tasks may be related to the task at hand. Personality development is encouraged through the cognitive processes with which the student is dealing. Personal values and aspirations are brought forth for testing, evaluation, and growth. The class room becomes literally a "laboratory of human relations."

As one means of humanizing students in home economics we might increase exposure to young children through the offering of child development laboratories in high schools, or the designation of class time to involvement in day-care and preschool centers. Why a child development laboratory? Because it is literally a "human relationships laboratory" [Read, 1966]. Within such a setting the student is compelled to recognize his perspective so that he may establish rapport with the children. He must confront himself. While an early childhood study center has important purposes for the young child, it is equally important for presenting humanizing experiences to adolescent students.

Why young children? The answer may be summed up in the phrase "raw material." Cognitively, affectively (social-emotional), and physically young children are within a highly formative stage of their life cycle. In choosing information to present to them, we choose what we think is best. To do so we are forced to evaluate *whether* it is best, *why* we think it is best, and *how* we came to appreciate it. Young children present us with a personality that responds directly and that can change rapidly. They can be a mirror of our responses to them, which no doubt will tell us about ourselves. Children's thought tends to be egocentric, not only in content but expression. To meet that takes some effort at "other-directed" or empathetic behavior by the adolescent student. To accomplish this, the student must first take into account his own feelings. To understand others the student must, first, understand himself. Young children readily reveal their responses to a situation, its physical features, insecurity or confidence of its members, their own feelings of newness and inexperience, their isolation, support, denial, and so on. As the high school student learns to recognize these behaviors through observation and, more importantly, to identify with the young child's responses to his thinking, acting, and feeling, the student is more aware of his own repertoire of feelings. Once the student becomes "tuned in" to the children with some direction, he can explore his own feelings of frustration, aggression, compulsiveness or apathy, defenses, disappointment, challenge, and so on.

The general objective of humanizing students can be measured in specific effects as a result of student contact with young children. Harrison [1970] investigated changes in three areas of attitudes as a result of high school adolescents' contact with preschoolers in a high school human relationships laboratory: behavioral understanding (sensitivity to behavioral situations), marital role expectations, and self-concept. Her results showed (1) an increase in the understanding of behavior, notably within the dimensions of knowledge, guidance, and sensitivity, (2) an increase in egalitarianism of marital role expectations, and (3) a slight change in the area of self-concept toward increased love and decreased dominance. In the same study Harrison also reported that grade point average and intelligence was not related to changes in attitude and that intelligence or knowledge of "facts" was necessary for effective application.

The following skeleton of ideas might be used as a basis for "humanizing" a child development curriculum into a human relationships laboratory and as a means for implementing humanizing experiences. Concrete information such as facts about play materials, developmental stages, different art projects, and science projects can be added. A preschool setting allows a tremendous amount of self-expression within a spectrum of activities from playing with the children to defining limits. If these activities are re-interpreted as ones in which we, and the students, are learning about ourselves, they become humanizing in effect.

1. By establishing rapport with preschoolers, the student and teacher can learn a lot! One good technique is to squat down and talk to the child at *his* eye level. He becomes a lot more important when he seems your physical equal. During initial experiences the student should submerge

himself in the child's total needs. See through his eyes; try to figure out how he's thinking. (A child that "steals" a block from another may not be intentionally trying to be selfish but instead sees only that to finish building the wing of his airplane a new way, he needs a block just that size.) Get to know the child, and continue developing this acquaintance. Soon we can discover each child's unique personality. Continue to develop rapport by talking with the child as a close friend with intimate experiences to share. Ask the child probing or open-ended questions about how he sees things, what he does at home, what he does with his brothers, sisters, friends, and parents, where he visits, campus, or plays with his toys, what records or music he likes. Compliment him, and do not be surprised if you get compliments from him. Try to spend time each week with each child in the nursery school group.

2. If possible invite the parents into the classroom to pick up their children. Each high school student can be given the opportunity to talk with one or more of them. This can be a humanizing situation simply because the parents lend different perspectives and feelings about what the students are observing in the laboratory. The student is confronted with the fact that his interpretation is similar or different. Class discussions can analyze why the similarities or differences occurred and what role their own point of view plays in the situation.
3. Learning and "discovering" activities can be planned by the student for the child. Let the child show the student what he is learning. Here a sense of the other can be sharpened while exposing the student to new concepts or interpretations the children may present. The student learns from a preschooler. In planning activities the student is confronted with and relives feelings from his childhood. To overcome a possible mental block of "planning" an activity, it might be fun to invite the student to begin with one of his favorite childhood activities. Selecting learning experiences also sharpens his sense of his environment to the extent that he becomes very conscious of his own self. The teacher can encourage students' creative sensitivity by exploring their own realities.
4. Within a human relationships laboratory we must be able to reveal our affection, anger, and mistakes. As students and teachers alike, we are humans who are learners and are fallible. By experiencing emotions with children and with each other, we are forced to learn about ourselves. Such relationships should contribute to independence and confidence with one's feelings. Such experiences may make a student's "identity crisis" [Erikson, 1950] become a bit less traumatic. Weekly class discussions or group

activities can help students bring out these feelings. If the feelings have been identified, the student may choose to give a rationale or analysis of those feelings. The teacher may find these sessions a basis for indirect teaching, where subtle but important student decisions can be made or encouraged.

5. The students may observe for qualities of children's behavior they do or do not like. In analyzing why, students learn about themselves.
6. Finally, we can observe for and evaluate young children's rapidly changing social and emotional growth in terms of how the students and the teacher have facilitated this. A real sense of accomplishment can be gained in working with them.

It is important that *male* students as well as female students become involved in these humanizing experiences. Only too frequently sensitivity is socialized out of males in our society, much to everyone's loss. Boys as well as girls must prepare for the role of parenthood. Preparation must originate somewhere for us to become truly *human* beings.

One source that develops some of the elements of humanizing may be found in the paperback *Reaching Out: Interpersonal Effectiveness and Self-actualization* by David W. Johnson. Discussions or foci may be built around parts or whole chapters. Various exercises and games accompany each chapter to implement each topic. Topics covered by the chapters include: the importance of interpersonal skills, self-disclosure, the development and maintenance of trust, increasing your communication skills, the verbal expression of feelings, the nonverbal expression of feelings, listening and responding, acceptance of self and others, and constructive confrontation. This rich assortment of topics provides a good basis for implementing humanizing experiences within the very real situations presented in a laboratory of human relationships.

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HEALTH EDUCATION: A HUMANIZING CATALYST FOR DRUG ABUSE PREVENTION

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In our society, we have come to believe that as technological advancements are made the incidence of health problems will decrease. The opposite is happening. As we advance technologically, more sophisticated health concerns are occurring [Sinacore, 1971, p. 303]; i.e., our very existence is being threatened by the rapid technological developments in our society, "many of which have been without humane ends" [Nyquist, p. 2]. This technological development has produced the necessity for many adaptations by man because of the development of new environmental factors. Some of these are drugs, cigarettes, pollutants, and the like [Nyquist, p. 3].

Why Drug Education?

The recognition that the time, effort, and millions of dollars spent on treatment and rehabilitation of drug abusers were for the most part wasted, led to the belief that education for prevention was the only other alternative [Nyquist]. It is now felt that the schools can serve as one of the primary agencies for drug abuse prevention [Pearce, 1971, p. 83].

Many states have developed, or are presently developing drug education curricula. Some educators advocate a separate course in drug education; others advocate a drug education curriculum closely related to the other health sciences; and others advocate a drug education curriculum closely allied to the pure sciences. The most effective method is yet to be determined. Whatever method(s) is used, however, there is a danger which must be guarded against:

While the "mechanistics" of learning have moved forward, the "humanistics"--the personalized, caring, feeling elements of learning have failed to make equal progress and at times seem to have become almost extinct [Pearce, 1971, p. 84].

If such a condition is allowed to develop, the classroom may begin to reflect the depersonalized and technologically oriented society. One result may be an ineffective drug education program [Pearce, 1971, p. 85].

The Nature of Things

In order that education does not degenerate into a form of indoctrination, the nature of things must be emphasized, not the "evils" of things [Sinacore, 1971, p. 10]. It naturally follows that:

The prevention of drug abuse through educational programs . . . must consider all aspects of the problem by encompassing a multifaceted approach. These programs need to be designed to promote proper drug use and to prevent drug misuse and abuse by educationally focusing in on the ecological and epidemiological factors related to drugs. Effective and functional programs will bring into perspective the interrelationships between the behavioral and intellectual levels regarding drug use and abuse [Bedworth and D'Elia, 1971, pp. 2-3].

Drug Education Curricula

It is now felt that drug education, in order to be an effective drug abuse deterrent, should be an integral part of the health education curriculum. Mental health education should serve as a prerequisite to studies in the drug area. A person should have an understanding of his psychological self before attempting to understand the motivations which underlie drug abuse. Therefore, drug education should be more than just a study of pharmacology. Diseases associated with drug abuse, such as hepatitis, should also be understood, as well as the relationship between drug usage and safety. The understanding of rehabilitation programs requires a knowledge of the organization and administration of medical care services; and the discussion of prescription and nonprescription drugs implies a knowledge of the various aspects of consumer health. It is, therefore, apparent that drug education should involve a study of pharmacology, mental health, public health, consumer health, physical health, and safety [Sinacore, 1971, p. 11].

Teacher's Role

Within the realm of classroom activities, local school districts or higher education institutions must encourage teachers to act as stimulators of discussion rather than as authorities who tell students what must be done. Having the students play an active role in planning any program--developing instructional materials, screening visual aids, assisting in the classroom, identifying resources in the community, and arranging to visit institutions such as drug treatment centers and narcotic councils--leads to stimulating experiences [Regents of the University of the State of New York, 1970, p. 9].

Minimizing Drug Abuse

Utilizing these methods, the following objectives must be realized if the goal of minimizing drug abuse is to be achieved. Students should be:

1. encouraged to identify the problem and its causes, and organize to solve it;
2. able to understand the nature of legal and illegal drugs;
3. encouraged to develop a set of values and behavioral insights which will give them a deeper understanding of themselves and society;

4. encouraged to identify the variety of alternative forms of behavior, other than drug abuse, which are available to satisfy their needs;
5. encouraged to make constructive decisions concerning the use of drugs [Regents of the University of the State of New York, 1970].

Among the pitfalls to be avoided in drug education programs are all-school "crash" programs, indiscriminate use of former addicts, therapeutic methods, and undue reliance upon punitive and legal measures [The University of the State of New York, 1970, pp. 1-2].

It should also be noted that a working relationship with local community agencies should be established. All segments of the community should be informed and allowed to take part in the development of drug education programs.

Humanizing Drug Education Programs

In summary, the following philosophy should be adopted if humanized drug education programs are to be established:

. . . the educational community should explore the possibilities for reorganizing educational procedures so as to make learning about drugs relevant, accurate and exciting. Learning should not only be the awareness of the restrictions placed upon us. There are too many such restrictions already--too many areas of the "forbidden"--and, unfortunately we tend to emphasize these in education. We need to place stress on the pleasurable, constructive, exciting things of life and the ways each person can develop his potentials during his growing and developing years. The student should become involved in creating *his* life goals and the ways to reach these goals and, most essential, he must be given the opportunity to do so. To merely forbid invites failure [Bedworth and D'Elia, 1971, p. 4].

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AN EXPERIMENT IN EXTENDED FAMILY LIVING

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We rented a women's cooperative house on the edge of campus and moved in, all 24 of us, to live together for three weeks as an extended family. It was, as we told ourselves, an experiment, a short-term experiment to see what we would discover about ourselves and to explore possible alternatives to the nuclear family.

The membership of our commune or extended family split roughly into three groups, married couples, their children, and single adults. There were four married couples, three of them with children, one divorcee and her three children, and a woman in her fifties whose husband did not move in. The six single adults, three men and three women, ranged in age from 21 to 45. The youngest of the eight children was three and the oldest, an independent junior high student. All of us are university related people. All of the single adults were graduate students.

The Experiment

Our experiment had emerged from a series of discussions sponsored by a campus ministry discussion group on male-female role issues called "Conversations with a Male Chauvinist Pig and His Female Eunuch," led by the authors. By moving into an artificial setting where we would share household responsibilities equally, we hoped to break down the stereotyped role assignments in "normal" family living and child-rearing practices. As it turned out the pressures of creating a new family of 24 members were so great that while we shared the obvious duties of cooking, dishwashing, and cleaning, on an equal basis, we found ourselves in more subtle ways turning to the experts--the women--in times of crisis.

We also hoped that our experiment would provide an opportunity to counteract the very great split in American society between married people and single adults. By living together, we hoped to develop new friendships, to share our children and our visions of what life is all about from our several different perspectives. While we did experience many significant moments, the divisions, for the most part, remained intact.

Child-rearing Patterns

As we had expected, the children proved to be the focus for most of our conflicts within the group. We came to the experiment with a variety of child-rearing patterns and, again, we left with those still unchanged, though not unchallenged. Since we were new to one another, some parents tended to be overly anxious about their children's behavior. In trying to keep their children from bothering others, some parents were judged

by other members of the group to be far more bothersome than their children. The issues came up in unexpected places. Should the children be expected to stay at the dinner table until we were all finished eating? If one child started wandering around the tables, as his permissive parents allowed, other children would soon join the wandering one, much to the consternation of their parents and some of the other adults. Was it easier to put up with children wandering around the tables or to put up with the arguing of parents trying to make their children sit at the table? We never did solve that question, surely not to the satisfaction of all.

Bedtime is a problem in the typical American family. It was an issue in our extended family as well. Should the children be put to bed or allowed to go to bed when they wanted? Should we set rules and enforce them or let the children find their own routines even at the price of exhaustion? We never resolved that question either, at least not in a uniform way.

As we began the experiment we talked idealistically about sharing responsibilities for the children. They would all belong to each of us. Everyone would be free to respond to or discipline any or all of the children. But that got a little touchy when parents would go out in the evening telling their children to be in bed by eight o'clock, but leaving the rest of us to cope with their children still up and going at 9:30. So we revised our procedure. Parents would be responsible for their own children or ask someone else to assume that responsibility if they were not going to be at home during meal times or at bed times. The plan worked much better, but it meant that other adults, especially the single people, never knew when they should step in or close their ears.

We also discovered that children quickly adapted to their new extended family, seized the opportunities for new adventures, and also quickly developed new sibling rivalries. The youngest, for example, soon discovered that she could gain attention by claiming to have been the victim of an attack by the older children. Her plan worked with several of the young adults, not wise to the ways of children. Some were quick to come to her rescue and in the process to blame the other children. So, of course, the behavior patterns were reinforced. The victim was victimized and the oppressor oppressed.

Routine Duties

Even before we began the experiment we knew we would have to spend time together working out procedures and responsibilities for the routine duties involved in keeping the house going. Who would write the menus? Do the shopping? Cook on Tuesday night? Clean the bathroom? Vacuum the living room? And do all the other duties involved in running a house? We tried to divide the duties equally. They were weighted major and minor. Each person had three major duties a week, cooking a meal, cleaning up after supper, bathrooms, etc., and two minor duties, living room pick-up, locking up, etc. (Each was responsible for his own room and laundry.)

The responsibility-sharing worked out well. By sharing the

responsibilities equally, no one felt overburdened, not even the single men. And the "housewives" felt great relief, especially from the daily responsibilities of meal preparation. They found themselves with more free time than in the nuclear family structure. Since almost all of the adults in the group were working or going to school--our experiment was the first three weeks of the 1972 university summer session--we prepared only the evening meal together. Everyone made his own breakfast and those who came home for lunch made do with leftovers or a creative concoction.

Decision Making Processes

We had known it would take time to work out all of the myriad details of group living, but it took much more time in "house meetings" than we had ever imagined, especially since we tried hard to be democratic in our decision-making process. We discovered what we should have known: the group needs a leader. Somebody has to make decisions. There has to be someone to ask when you are not sure. Our leader emerged early in the three weeks experience, but he was committed to the leadership style of a moderator of a discussion group. It, therefore, took long hours of deliberation to make simple decisions. That meant, however, that we were deprived of the luxury of having strong leadership to blame; nevertheless, we became impatient.

Our democratic but slow decision-making process--e.g., it took us several hours meeting together to decide how many guests we could have for an evening meal and what procedure we would follow in planning for guests--meant that we did not have time or were unwilling to give time to work very creatively together in resolving conflicts and tensions within the group.

As conflicts arose within the house we found that people were hesitant to air them before the entire group. Our family, even with the young children in bed, was too large for significant sharing in the family. We also discovered that conflict resolution by a group process is effective only when everyone in the group is committed to open honesty and the effort involved in trying to work through the issues rather than avoiding them. About midway in our three-week experience it became obvious that more and more of us were willing to tolerate misunderstandings for the duration of the experiment rather than face them together. Conversation emerged in small groups where there was a tendency to take sides. But the entire group meeting together had few opportunities to resolve conflicts openly. During an evaluation session several weeks after the end of the experiment we agreed that the willingness to face and resolve conflict should have been more clearly stated as one of the requirements for participation. It was also agreed that we would have been helped in that process by meeting regularly with a facilitator outside the family. In short, we needed a family counselor.

Money Conflicts

We also discovered that our diverse group brought a variety of attitudes about money to the experiment. It must be remembered that married families were maintaining their own homes while we lived in the commune

and many of the single people were paying rent on their regular rooms or apartments. Some members of the group were accustomed to living on a very limited budget and were therefore concerned about expenses. At the beginning we decided that each person would contribute to the food budget what he would normally spend for a three-week period. Though our contributions varied widely, it seemed the most equitable way. We became very cautious in spending money and felt it unwise to budget money for late night snacks or spontaneous parties. Thus we missed the benefits of "happenings," and the release of tension that comes when someone yells, "Party time!" We needed that and realized too late our mistake.

Evaluation

And yet the experience, despite our frugality and our tendency to avoid issues and conflicts, provided a number of positive discoveries. Most of us felt the primary benefit of the experience centered in our own discoveries about ourselves--our discovery that we could live happily with a large number of people in rather close quarters, or the discovery that we value privacy more than we realized. One couple moved out of the house midway in the experience and some, surely less than half, were glad to see it come to an end.

Our evaluations of the level of community experience within the family tended to reflect our own needs for a new experience of community. Some members of the family spoke in glowing terms in describing their feelings of belonging and in the pleasure of having other people to come home to. Others were surprised to discover that they found the experience so rewarding. Some single people were amazed at how much they liked living with children around.

Our time together did provide a context for new friendships to develop and for each of us to have a deeper relationship with at least some of the members of the extended family. These friendships, in many instances, have continued to grow, and the children particularly like having new adult friends and remember this experience as a happy time. We have had only one gathering since the experiment, but smaller closely-knit groups have developed. Since we are all a part of the same church community, we continue to see each other regularly in that context, except for the students who have moved away.

If experiments are teaching devices then ours was a success. We learned a great deal--about ourselves primarily--and about what we would do differently if we were to try it again. We probably will not, but we offer our discoveries and our advice to those who will.

1. Develop clear goals and expectations before you move in. We tended to sell ourselves on the idea of the lowest common denominator and in forming, we asked too few demands of time and effort to the community.

2. Planning beforehand is crucial. The planning should involve opportunities for common tasks and experiences with the children. Though we had held three sessions beforehand, some had been absent each

time, and the children were present at only one session. Thus, we had not all been in the same room together before we moved into the house.

3. Have a clearly defined focus. It would have helped for our group to have had a focus beyond that of sharing the work equally. If we had been precise about the focus--child-adult relationships, male-female relationships, etc.--we would undoubtedly have found it easier to look beyond our conflicts to a particular task.

4. Limit the number. We decided that though we liked the variety of age and marital status, our family should not have been larger than twelve to fifteen persons.

5. Decide on a time limit for your experience. While our three weeks may have been too short for working through of conflicts and resolving of problems, we were nevertheless convinced that setting a time limit is important. With a smaller group perhaps six weeks would be a good length of time for developing rapport. At any rate, the setting of a limit gives everyone the opportunity to evaluate the experience.

6. It takes more time and energy than you think. With almost all of the adults working or enrolled in school, we did not have enough time or energy for the life of the family. Weekends, which we should have spent together in common activities, were used instead by many of us to catch up on relationships and responsibilities outside the family.

URBAN COMMUNE IN CHARLESTON: AN EXPERIMENT IN GROUP LIVING

Compiled by Tom Seals

Members of the Commune in Charleston were:

*Barfords--Bob, Eastern Illinois University Philosophy Professor;
Judy, Elementary Teacher; Paul, age 7; Dan, age 6; Ian,
age 4.*

*Lenihans--Pat, Eastern Illinois University Economics Professor;
Genie, Day Care Center Co-Director; Colleen, age 8;
Michael, age 7; Sheila, age 2.*

*Seals --Tom, United Methodist Campus Minister; Rosemarie, Day
Care Center Co-Director and EIU student; Randy, age 2.*

Holley --Don, Campus Minister Intern.

In thinking about writing an article about our two-year experiment, I quickly came to the conclusion that it would be presumptuous of one member of such a group to speak for all. In addition, I felt that if we all contributed to the writing, readers might get a more complete experience of the individuals who made up our group. So, I decided to invite the others to share this task with me. (We are all still good friends, even after the group broke up this past September.)

This article, then, is a composite of six articles by the six adult members of the group who were there the full two years. It covers six different features, or aspects, of our life together: (1) history and happenings, (2) organization for daily living, (3) finances, (4) interpersonal relationships, (5) children and child-care, and (6) future.

EDITOR'S NOTE: SUGGESTED CLASSROOM USE OF THIS SERIES

The six different features could be Xeroxed or stencils run of the articles for group or individual student use.

For individual use, students could select an area of interest from the six divisions. The students could list the perceived strengths, weaknesses, and problems of the commune group. They could list the changes they would make. By dividing into six groups and discussing their lists for each area on strengths, weaknesses, problems, and possible changes, their self-perceptions and values may be expressed. The students could reorganize the commune and role play. A final discussion for summarization could lead into alternative life styles and comparison with the strengths, weaknesses, and problems of the nuclear family and other traditional arrangements.

HOW WE GOT TOGETHER AND WHAT HAPPENED: HISTORY

Judy Barford

In November of 1969 a write-up of a speech by Margaret Mead appeared in the *National Catholic Reporter*. At dinner following a performance of the Nutcracker, the Barford's and the Lenihan's talked over the provocative points from Dr. Mead's speech: the nuclear family as a recent and rather artificial development, the extended family and how its advantages could be re-established by small groups of nuclear families and single people banding together in cooperative living. Both families concurred that the publicized rural communes need not be the only form of group living--why not an *urban* commune, not for the sake of dropping out of civic and professional life, but to enhance these spheres of activity, as well as the domestic sphere. The two families drove home in their separate cars after that dinner, each couple discovering that the urban commune idea had lots of appeal and even a glimmer of possibility!

Soon after that the Lenihan's explored the idea with the Seals' and both families tried out the idea on other friends too. By March the Barfords, Lenihans, and Seals had visited together on numerous occasions. A meeting was held among the adults to see whether we were ready for a commitment to a group-living experiment. We were.

We were excited. House hunting and other practical problems began in earnest. We wanted to rent. Nothing was available so we looked for a large house to buy which we did not find until late summer. It had 14 rooms; it was cheap; it was correctly zoned; but it was a wreck. Two of the women agreed to the purchase having not even seen the house, an indication of how eager we were to begin.



front row (left to right): Mike Lenihan, Paul Barford, Dan Barford
middle row: Genie Lenihan, Bob Barford, Ian Barford (lap), Rosemarie Seals, Randy Seals (lap)
back row: Pat Lenihan, Sheila Lenihan (being held), Colleen Lenihan, Don Holley, Judy Barford, Tom Seals

The men began painting, plumbing, rewiring, flooring, rebuilding, etc., in early September. September 29 was moving day number one. Three days later we were all moved in except the Seals who had to retain some partial 'residence' at the parsonage. House repairs continued energetically over the moving boxes. Well-wishing and curious friends dropped in to survey what must have been a chaos. About six weeks after we moved in we could wash and dry at home and cook in our own kitchen. The evening meals had been at the parsonage until kitchen cupboards were built.

A completion date for the house repairs and painting had been set for Thanksgiving. We had a lovely group Thanksgiving and a lovely group Christmas, but, alas, a not-yet-completed house. The new year found us proud of our home and hopeful about the freedom and enrichment in our lives made possible by daily and weekly sharing of tasks, pooling of finances, and group gatherings for either business or pleasure.

By spring the house *was* finished. Though home decorating was not equally urgent for all of us, everyone was proud of the results of our cooperative effort. We invited 150 supporters and skeptics to an Open House and used that festive occasion to announce our decision to live as a group for another year. A "BLS" camping trip in early June climaxed the year in a very positive way. Here we said goodbye to Holley, who had a new job in Ohio. We all spent at least half the summer away from the house, yet managed to tend a big garden and enjoyed frozen vegetables until the next Christmas.

The second September found us eager for a new group goal. This we tried to define as the enrichment of interpersonal relationships among the adults. Financing, scheduling, etc., remained as we had organized the first year. By mid-winter we were all feeling the frustrations of having made only sporadic progress toward our goal. We could not find a single major reason for this failure though many small problems contributed to it. The adults had busy individual schedules out of the house which did not often intersect. An exception here was in the case of Rosemary and Genie who co-directed the Community Day Care Center. Several of us felt that instead of having a home with an extended family, we were doing little more than checking in and out of a boarding house. Group definition blurred and we could discover no goal strong enough to hold us together. Though we did not repeat the Open House we had good times together and with friends (e.g., square dancing and suppers). The sharing of tasks lost some of its significance. Persons felt a psychic and a physical need for more "space." Several meetings to discuss our discontent ended inconclusively.

In July at a picnic table in the park, with pride in each other and the several marked successes of the experiment, we decided to disband for 1972-73. The Lenihans and the Seals moved out in August. The Barfords purchased the others' shares in the house and now live there with one friend.

HOW WE GOT THINGS DONE: ORGANIZATION

Genie Lenihan

How any group is organized is a matter of personality and individual security, and so it was with ours. Because each adult had a certain amount of self-confidence and aggressiveness the only viable means of decision making was by consensus. Small decisions (who needs a car, when . . .) were accomplished at our nightly after-dinner "coffee-time."

Larger decisions, venting of frustrations, and planning for trips, parties, or other group efforts were handled in weekly (usually Sunday night) "meetings." The frequency of such meetings varied according to the frequency of the discussions or decisions which needed to be made and our other needs to experience some time together.

For the most part, in-put in discussions was equal among us, although where one adult had some expertise, his/her views would carry more weight (e.g., the gardener in terms of what to plant, the economist on how to borrow money, etc.). Decisions with a few rare exceptions were by consensus rather than by vote.

The advantage of such a situation is that everyone "wins" or more or less feels positive about what has happened. The disadvantage is that there often is an illusion of 100% commitment on each person's part to implement the decision whereas actual commitment may vary a great deal.

Perhaps our most successful accomplishment as a group was in organizing our daily living needs and spreading the work among the adults. We divided the daily tasks into seven categories (second year--six categories) and each adult signed up daily for one task (usually making plans a week in advance). We also outlined seven weekly tasks. Some were one-shot jobs, such as grocery shopping; others required attention throughout the week, such as garbage take-out, bringing in firewood, etc.

House cleaning tasks were handled in various ways at various times. Each adult was responsible for his (her) own room and those of their children. Part of the time common areas in the house were cared for by the adults, usually by signing up for a list of tasks (scrubbing the kitchen, cleaning the bathroom, etc.). At other times one adult with more free "at home" time took over a greater part of housekeeping.

The other method for handling this was to hire a college student to clean house for five hours a week. This latter arrangement seemed most satisfactory for everyone concerned--no hassles or frustrations about sharing or nonsharing of disliked tasks.

The same procedure of parceling tasks applied to other group efforts, most notably sharing the work of remodeling and redecorating our large, old house. In some areas only those members interested in a task participated, e.g., those who liked to garden did the garden.

Sample Chart

Jobs	December						
	2	3	4	5	6	7	8
	S	Su	M	T	W	Th	F
Breakfast	P	G	B	R	B	T	D
4-6 child care	G	J	R	B	P	D	J
Cooking (supper)	T	R	P	J	D	J	G
Supper clean-up	B	T	J	P	T	B	P
Supper clean-up	D	P	T	GØ	R	GJ	R
Bedtime	J	D	G	D	G	P	B
Bedtime	R	B	D	T	J	R	T
Garbage	Genie						
Firewood	Rosemarie						
Grocery shopping	Tom						
School lunches	Don						
Sunday brunch	Pat						
Saturday lunch clean-up	Judy						
Sunday brunch clean-up	Bob						

(GØ, GJ are changed to show flexibility of chart to meet unforeseen changes in individual schedules.)

From the beginning and gradually more and more equally, the men shared in tasks before thought to be "woman's work," such as child-care and cooking and vice versa (women can take out garbage, too). Cooking only once or twice a week meant more enjoyment and creativity on the cook's part and fine meals for all of us. Also, because we were responsible only for one task a day, our time was often freed for other activities. The women especially experienced greater freedom.

We found that structuring and organizing group life relieves each individual of some time and responsibility. Sharing tasks does have many emotional rewards, though undertaking such group responsibility requires considerable give-and-take and demands individual flexibility.

The biggest disadvantage to this type of organizational structure is that all are tied to one schedule that is not easily movable. At times this can be far more demanding than a nuclear family situation with its smaller numbers. But the rewards of more free time, ease of leaving one's children at home in a secure environment to pursue a week-end of fun or just a night out, and the joys of shared tasks and accomplishments more often than not balanced the "tied to the chart" syndrome.

HOW AND HOW MUCH WE PAID FOR THINGS: FINANCES

Pat Lenihan

The first financial decision we had to make was whether to rent or to buy a house. Because we looked on group-living as an experiment, we initially tried to rent a house.

Two factors changed our minds: (1) the shortage of large houses for rent, and (2) the sight of the first rental house we toured. We realized that we would have to spend a good deal of money to make any house we found livable. We were not willing to spend money fixing up a rental house.

The main problem of buying a house was financing a down payment. We solved that with a personal joint bank loan in the three families' names. We borrowed more than the down payment and used the excess for part of the fix-up expenses. Finding mortgage money presented no problem either after we found a house to buy.

To finance our living expenses each person contributed one-third of take-home pay to a common fund. Out of this we paid basically all house and food expenditures. This included mortgage and joint loan payments, utilities, local and group long-distance phone bills, and grocery expenses.

Initially we tried to pay the gas bills for local driving of our cars; but because of the heavy expense of fixing up the house, we could not continue this. About four months after we started we had a special assessment of \$25 per adult to cover the monthly bills. That procedure was only necessary once; the second year we had enough money to make contributions to various causes we all favored.

We did no wholesale purchase of food except for milk. The weekly shopper took the grocery list to a supermarket and spent about \$75 per week. The milk bills ran about \$30 a month.

There was no special attempt to economize to reduce food bills. We paid for entertaining out of common funds, and there were many visitors for dinner. Judging from our personal experiences trying to make ends meet since the group split up, there were substantial economies in group living.

Financing the breaking up was more complex. One couple wanted to buy the house. We established a price on the basis of two assessments by professional realtors. The price agreed to was enough to pay off the two existing loans. Out of the "profit" on the sale we paid off the \$175 per person initial contribution and had money left over which we divided equally. Financially we all came out of the group better off than when we went in.

HOW WE GOT ALONG WITH EACH OTHER: INTERPERSONAL RELATIONSHIPS

Rosemarie Seals

One of the goals of our group was to develop closer, more intimate relationships among the adults. This section is an attempt to describe what that part of our life was like.

There were only two concrete concepts that the group established in regard to interpersonal relationships. One was that a weekly meeting would be held, at which time we could share anything that occurred during the week which we felt needed to be dealt with. The other concept was that sexual relationships would be confined to the marriage relationships.

As with other relationships, actually living together brought differences and similarities among members of the group into the open. Joy, anger, irritation, and warmth became part of the range of feelings we each felt daily. However, it was difficult to express these feelings as they were happening. Initially, we were engaged in many group projects which I think emphasized the positive feelings we had for each other. We were all anxious for the experiment to be a good thing so we avoided dealing with situations which were difficult--strong positive and/or negative feelings.

When incidents produced negative feelings, such as anger, we tended to deal with these in one of two ways:

- (1) in the marriage relationships, i.e., in the relationships where we felt most comfortable rather than with the person toward whom we felt the anger, or
- (2) later in the weekly meeting, with the result that the feeling was considerably diminished by then.

All of this says that we had difficulty dealing with our emotions or feelings toward other people in the group. I think we could all agree on that point. The problem for us was that we were not agreed on how important it was to express our feelings or how we should go about doing that. This conflict within the group meant that our potential for growing closer together was limited.

I would say that we tended to expect the same kind of intensity or intimacy in the group relationships as we had in our marriages. For some of us a close relationship meant sharing common interests and goals, for others it meant sharing deep feelings, and for others some combination of the two.

These differences were a large factor in the group not continuing past the second year. We reached a nongrowth point and could not move out of it because we could not agree on which way we wanted to go. The dissolution of the group was, in this context, a positive move. We are each freer now to grow interpersonally in our own way.

There are two main reflections in this area which I would like to share:

- (1) A group of people with these kinds of differences may be able to live together if the arrangement is such that intimate relationships outside the group may be easily developed. In our group this would have allowed us to do together the things we did best and to look elsewhere for satisfaction of needs which were not commonly felt.
- (2) It might have been more helpful from the beginning to have been more intentional about developing relationships. We could have spent time in pairs rather than relating to people predominantly as a part of the group. We did this somewhat at the end of our time together and almost everyone felt it was an opportunity we should have availed ourselves of earlier.

HOW WE AND THE CHILDREN GOT ALONG: CHILD-CARE

Tom Seals

I looked forward with great delight to the experience of being with the seven children who would now be a part of "my family." Rosemarie and I have only one child, Randy, age 4 (age 2 at the beginning of the commune), and we were excited at the prospect of having brothers and sisters for Randy.

In addition, I thought that it would be valuable, and growth-producing for me, to learn how to relate closely with children of different ages and sex than Randy.

My high expectations ran headlong into a quite different reality. Experiences were sometimes joyous, often frustrating, but differences in attitudes about child care were never fully resolved. This became a major factor for several of us in the decision to disband. I would like to share some of the most important aspects of our child-rearing and its impact--both from my perspective and from the children's perspective.

I am going to discuss the children in the commune under three headings: (1) good things, (2) bad things, and (3) problem areas.

Good Things

Probably the best thing that can be said about our children is that they liked living together and, generally, benefited much from having their "friends" move in with them. We especially felt this was beneficial for Randy, who was an only child.

There were problems, of course--alliances, fights, hurt feelings,

etc.--but had it been up to the children, I believe we would still be living together.

From the side of the adults, I think the major benefit came from the sharing of child-care by all seven adults. On a daily basis this generated considerable freedom from having to organize everything with a view to taking care of a child or children. In addition, the possibility of sanity-saving weekend trips by couples, without their children, was a major benefit.

An additional advantage of living together for me was in getting to know more closely children of different ages and sex than my son. However, I suspect that for many, including myself, this was a mixed blessing. On occasions, the quantity of children seemed to be itself one of the primary difficulties we faced.

Bad Things

There are a couple of features of our life together which were exaggerated by the number of children in our group. I identify these two as "bad things":

- (1) The noise level in our house, at mealtime (even though we ate in two dining rooms with adults and children in each), in the morning, and on weekends, was often excessive and tension producing for me.
- (2) The inadequate space available for that many people, especially children (the seven children shared three bedrooms).

Generally the architecture of the house did not facilitate the satisfaction of the needs for physical and psychic distance which at one time or another all of us felt.

Problem Areas

The chief difficulty came in the fact that we did not discover until after moving in with each other that we had considerable differences in our attitudes about children and child-rearing. This presented two difficulties:

- (1) getting some general agreement about how to deal with specific behavior problems encountered, and
- (2) giving adequate support to decisions made by a nonparent about our own children so as to not undermine the authority of the adults doing the child-care at a particular time.

Our method of resolving these was to discuss problems at our weekly meetings and agree on how we would handle a particular matter. The other thing we did was to agree to support the adult who was handling a particular situation even if we disagreed with what was being done. This, to the extent that we stuck with it, was a pretty successful way of handling the need for parental authority. Failing to do this produced a "you're not my daddy/mommy" response and a very ticklish dilemma. We included the children in some of the decision-making about

matters which affected them. In retrospect, I think the absence of including the children in decision making was a major flaw in our living with the children.

Ultimately, the problems of noise, inadequate space, and difference in child-rearing philosophy were major factors for me in the dissolution of the group.

WHAT ABOUT THE FUTURE?

Bob Barford

In order to discuss the future prospects of communal living, I would like to first discuss the sorts of conditions which would likely produce such living. Here I think that the prospects are favorable. For there are certain negative tendencies in our way of life which make communal living extremely appealing. I am going to attempt to describe these tendencies from the viewpoint of life in the middle-class in an industrial-commercial society. Communal living might then be seen as a way of combating these negative tendencies.

I grew up consciously or subconsciously adopting and living typical middle-class values--aggressiveness, competition, discipline, dedication to work, willingness to sacrifice today for tomorrow, a need to excel and to finally achieve success. I happened to live in the land of "unlimited opportunity," a land undergirded by the value system described in the previous sentence. Life in this system undoubtedly has its rewards, producing, as we are often told, the highest standard of living in the world.

What I did not understand, however, is the enormous human price I have to pay for "success" in this system. A social system tightly organized around industrial-technical activity, whose chief end and purpose is spiralling production and consumption, demands an absolute commitment to the values described above. And the negative aspects of these values soon become apparent. Estrangement--both from others and even from myself--is the chief effect. Aggressiveness and competition demand that I rise above others and even view them as roadblocks or threats; discipline and dedication to work means that I must adopt and adapt myself to a system over which I have no control. The most extreme form of self-estrangement is the constant sacrifice demanded both of myself and my family, and the marks of excellence and success are defined so narrowly--"credentials" and material goods--that the whole wealth of human relations and interests become obscured and lost to many people.

Communal living might be a way to remove some of these negative tendencies. Instead of aggressiveness and competition I can live a life of sharing and building up others--dedicating myself to those ways of being with others which reveal the human and the loving. By renouncing

commercialism, the discipline and work I would do would now be what I *wanted* to do for myself and others, and the sacrifice of today for tomorrow would be removed once it became apparent that "success" is living with the present and not the future. In other words, communal living could provide an atmosphere for valuing a life of peace and cooperation, for doing what I want, for knowing that others will stand by me, and of having an awareness of the great possibilities in human relationships.

However the task of building a commune is not an easy one. Old tendencies die hard and the transformation must be radical. I cannot think of any prescription. We have to invent in these matters. It seems to me, however, that the question of values is central.

A COOPERATIVE NURSERY SCHOOL PROGRAM

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Can an affluent academically oriented high school in the Middle West find happiness offering a course in career education? With apologies to "Our Gal Sunday," yes, the suburban schools can develop a successful career-oriented curriculum *but* only if it meets the needs of its students.

Four years ago, the Home Economics department of New Trier East, located in a suburban area north of Chicago, developed a program for community participation in Child Development courses. This Child Development course was an instant success because the students sensed their academic learning would be put into immediate practice. The course also supported the growing interests of young people in the areas of behavioral sciences. In such a wealthy community, this career-oriented program has proved to be a realistic approach to career education. The student is applying his classroom knowledge directly; he is involved.

At East high school, the practicum is provided as a volunteer work program with licensed local nursery schools for two periods a week. Three days a week, the students meet in the high school classroom in an academic setting to study the development of the preschool child. The total of five periods per week meets the administration's requirements for a major credit course.

The Child Development course is a year-long study for junior and senior students only. Class size is limited, and maximum enrollment is reached during preregistration.

The program sends students to four preschool centers within the Winnetka, Wilmette, and Kenilworth area. Each student serves in two centers and changes centers each semester. This enables students to have experience with different teachers, philosophies, teaching techniques, and preschool age levels.

The practicum time is planned so that the student will gradually work into his responsibility as a teacher's aide. The student attends his assigned nursery school for two consecutive school periods. In this way, the student builds a feeling of belonging to the nursery school staff. Once during the year, the students attend their center for the entire morning. They experience the role of teacher's aide when they meet the challenges of working with the preschool child from the welcome to the goodbye. Sometime during the year, arrangements are made for the student to visit and observe still a third center in which they have not worked. This further broadens the student's interpretation of the different nursery school teaching philosophies.

The two consecutive class periods make it difficult for the student

to arrange his schedule for other classes. The school functions on a traditional 40-minute period schedule, but individual departments are able to adjust their schedules in order to make them more flexible. At East, the students attend class three days a week, and participate in the nursery school work either Tuesday or Thursday for two hours. A schedule might appear as follows:

	M	T	W	Th	F		M	T	W	Th	F
Periods of day:	1	X	X	X	X		1	X	X	X	X
						OR					
	2	X					2		X		

The student would be in class Monday, Wednesday, and Friday, and either Tuesday or Thursday at the nursery school. With the assistance of the data processing staff and the administration, it is possible to use such a schedule with a traditional eight-period school day schedule.

By using licensed professional nursery schools for the practical learning experience instead of a classroom or designated areas within the high school, the student will realize various advantages:

1. A professionally trained staff and director. The director should have specialized education in this area, and should have greater experience in understanding the preschool child than the average Home Economics teacher. This resource gives depth to the program.
2. Centers are usually more appropriately equipped and have better physical facilities than the average high school situation. It would severely strain the budget of most Home Economics departments to provide the amount of excellent and appropriate equipment needed for young children. It is better provided by centers whose focus is the young child.
3. Using centers for the practical student experience is less expensive to the school district. Reimbursement to the teacher for travel and adequate observation time are the only added expenses.
4. The community is assisting with the education of the young adult with little expense and a minimum of effort required of it. Present community members are better able to understand the needs of today's youth by working with them.
5. One cannot overemphasize the advantages which accrue to the students who are directly involved in the business of the commercial nursery school. The student observes the influence of parental pressures, recognizes the community and broad values and their projection into the nursery school classroom.
6. The student directly applies his academic learning to this activity. In the classroom a subject is discussed, i.e., the concept that the three-year-old finds it difficult to share. In the nursery school he *sees* that the three-year-old shares reluctantly. The classroom is being expanded into the practicum.

How is the Home Economics teacher's academic background important to this type of teaching? Montessori, Piaget, Skinner, Erikson . . . the directors of the centers are probably familiar with these theoreticians. Some of the more academic students will be interested in discussing other schools of thought. Is the teacher prepared? If not, she should revise her reading list or alter her plans for summer school.

One of the basic considerations in establishing a program such as this is the choice of a nursery school center. Basically, the center must be well staffed and well equipped. The directors of the center and the high school teacher should share similar teaching philosophies in the training of the preschool child. The teacher should inquire into what nursery schools are available. The teacher should call and arrange to visit the schools. One might ask these questions:

1. What is the teacher-child ratio? One teacher suggested a ratio of 8-1 for three-year-olds, but the State requirements permit 10-1.
2. What is the general atmosphere? (Tense, calm, anxious . . . ?)
3. How does the teacher greet the children?
4. Is positive communication used to direct the children's actions?
5. Are children made to feel comfortable physically, socially, and mentally for their age level?
6. What cognitive objectives are guiding the activity?
7. How is the children's safety assured?
8. Does this school have a board of directors? If so, ask for the name and telephone number of the president for further communication.
9. Are there work areas, i.e., science table, housekeeping area, block area, outdoor area?
10. Could the high school student transport himself to this center?

Teachers should inquire into the possibility of attending one of the local professional nursery school organization meetings. She can ask the director for information.

It is best to establish a program around one or two centers. Efficiently organizing student observation time, student practicum time, transportation of students to centers, placement of students and teaching other Home Economics classes will require a great deal of teacher time and energy. A teacher who over-extends her own time and energy will reflect this anxiety in her teaching.

There are difficulties in such a program. The arrangement of the teacher's schedule to satisfy the needs of nursery school observation and Child Development teaching places a hardship on the flexibility of her time in other Home Economics responsibilities. It is more difficult

in the smaller departments. A decision must be made by department members as to the relative value of this course.

Transportation is another area of concern. Can the student walk to the centers? Can the student drive? What is the school policy on insurance? Is a school mini-bus or school bus available?

The obstacles do not have to be the teacher's sole responsibility. The Advisory Council, which should have been established, will assist. On such a council the directors, board members of the nursery school, parents, high school administrators and students will collectively share in the solutions or compromises in the "worry areas," e.g., transportation, student projects. The effectiveness of such a committee depends on how much the teacher wishes to involve the community in the planning and organization. At New Trier East, the council has saved the high school teacher many hours and helped to ease the transportation problem.

Once the program is organized, the greatest aid to the teacher's future planning is evaluation. The students are involved in both aspects of the program, so they are the most relevant source. However, the Advisory Council members and the nursery school staff should also offer suggestions for improvement. These adults view the program from a different aspect. This composite evaluation gives a comprehensive picture that is valuable in planning for the coming year.

A successful course of study must be centered around the needs of the student. Motivating the student toward more effective learning, preparing the student for nursery school participation and even the time of year are some considerations. Therefore, the curriculum that reads Pre-natal, Post-natal, Infant, and Toddler will not suffice. Included is an outline of the course for the year 1972-73. However, it is only tentative. The remarks to the side are my comments as to why the unit was scheduled at that particular time. This course outline may not be in agreement with your thinking; it may not be mine next year. Refinement in the continuity of subject matter is a continuous task. As my knowledge and experience grows, the course outline will dovetail better with the needs of the students.

The student is required to demonstrate two projects per semester in his nursery school activities. In one he will gain experience in the areas of story telling, music, finger games, or art work. The second project should demonstrate a creative activity that will indicate a cognitive learning approach for a particular age level. For one student the guitar and music will be an effective approach; for another, introduction of a new art project, such as sponge painting, will be his most comfortable approach. The nursery school staff and the teacher will guide the student to "do his own thing."

Another requirement for the year is the term paper. Here, the student directs his learning again. The subject for the paper, length of paper, and the time schedule are the decisions of the student. At teacher-student conferences, the topic is established within the scope of student interest and ability. Some examples of topics are: Child Abuse, Piaget Cognitive Learning of Numbers as Compared to Montessori,

TENTATIVE COURSE OUTLINE

SUBJECT	TEXT	CHAPTER
1.0 Racial Characteristics	Brisbane	16
1.1 "I Am Black"	ITV Dick Gregory	Movie
1.2 Cultural Patterns in Infant Regulation		Movie
<i>Creates interest while enrollment becomes final . . . highly motivating.</i>		
2.0 Childhood Revisited	Read & Fane	1
3.0 Children One to Two Years	Read & Fane	3
3.1 Terrible Twos & Trusting Threes		Movie
3.2 Two Year Old - Parents' Magazine		Filmstrip
<i>Students are ready for nursery school . . . about Oct. 1.</i>		
4.0 Children One to Three	Brisbane	7,8,9
4.1 Physical Development		
4.2 Emotional and Social Development	Parents filmstrip	Three yr.
4.3 Intellectual Development		
<i>Now they are ready to understand how the NS works.</i>		
5.0 Nursery School	Read	1,2,6
5.1 Discussing the Nursery School		
5.2 Mini Units on Pre School Theoreticians	Mead, Montessori, Erikson, Skinner, Bettelheim, Piaget	
<i>They are comfortable to work with one way, now discuss others.</i>		
6.0 Art, Music & Drama in Nursery School	Read	11,12
6.1 Finger Painting & Children's Play		Movies
7.0 Basic Needs	Sorenson and Malm <i>Psychology for Living</i>	
<i>Around exam time, keep it light.</i>		
8.0 Mechanism of Adjustment	Guest speaker	
<i>These units were made up by teacher. Use the ditto for text.</i>	<i>Use social workers, school psychologist, or community members.</i>	
9.0 Children, Three to Six	Brisbane	10,11,12
9.1 Physical Development		
9.2 Four Year Old - Parents' Magazine		Filmstrip
9.3 Emotional, Social & Intellectual Development		
9.4 Frustrating Fours & Fascinating Fives		Movie
10.0 Equipment & Curriculum	Read	3
11.0 Building Feelings of Security & Adequacy	Read	7
12.0 Pre-Natal & Post-Natal Care		
12.1 Baby is Born		Filmstrip
12.2 Guest Speaker - Pediatrician	<i>This unit placed at end--</i>	
<i>Students requested it here. Combats senior slump...they were right ...it works.</i>	<i>Students requested it here. Combats senior slump...they were right ...it works.</i>	

How to Tell the Four Year Old About Death, Adoption--Why is It Fading Out From Our Society?

The students will receive a written evaluation after each teacher visit to the center. Three observations and evaluations a semester per student are planned. At the end of the semester, an evaluation by the nursery school teacher and the home economics teacher will be compiled into one written evaluation, and a letter grade determined. This is the most difficult task of the entire year. If the student wishes to discuss his or her grade, conference time is arranged. As the student shares in the planning of his program, he also shares in his evaluation.

This course has proven to be successful in the achievement of its goals by meeting the needs of the student and by its relevancy in putting academic learning into immediate practice. The students have gained an insight into their own development through expanding their knowledge of young children. This course has also been an effective teaching tool for a meaningful student learning experience through the students, advisory council, nursery school staffs and home economics teacher, working together. Without teamwork, these goals could not be accomplished, which only proves it is fun to share in a cooperative nursery school program.

Listed below are *some* aids available to any teacher of child development material.

Text Book for class: Brisbane, Holly E., with Audrey Palm Riker. *The Developing Child*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1965.

Reference texts: Baker, Katherine and Fane, Xenia. *Understanding and Guiding Young Children*. Englewood Cliffs, N.J., 1967.

Read, Katherine H. *The Nursery School*. 5th edition. W. B. Saunders, 1971.

Movies: Terrible Twos and Trusting Threes
Frustrating Fours & Fascinating Fives
Parent to Child About Sex
Fears of Children
Finger Painting
Children's Play
Cultural Pattern in Infant Regulation

The above films are from McGraw-Hill and are available through Indiana University, Audio Visual Center, Bloomington, Indiana 47401.

Filmstrips: How the Average Child Behaves
Parent Magazine Films, Inc.

Instructional television for New Trier Township:

Dick Gregory, "I Am a Man"	Available, 16mm Contemporary Films
"The Kibbutz"	Available on 16mm--Parental Education.
Interviews with Dr. Margaret Mead--"What's Right and Wrong with Our Schools"	
Dr. Bruno Bettelheim	"The Generation Gap"

Taped for classroom use:

Sesame Street
Make A Wish
Cartoon Time

Records:

Bill Cosby skits on the preschool child and kindergarten experiences.

Sources for student projects:

Recipes for Fun Learning Activities for Children
PAR Project--464 Central Road--Northfield, Illinois 60093

Guest speakers:

School Psychologist
Nursery School Directors
Pediatrician

Field trips:

Montessori Schools
Day Care Centers
Local Kindergartens

The author is indebted to Mrs. Louise Matchett, director of the Winnetka Community Nursery School, Winnetka, Illinois for assistance in the preparation of this article.

SO YOU'RE GOING TO START A CHILD CARE COURSE!

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As home economics teachers, we may understand the need for quality group child care but this does not mean that communities, school boards, and administrators do. An advisory council can help identify what the needs of the community are for child care workers and plan ways to develop relevant training for students in both high school and area vocational school courses. This is just what happened in our community.

You'll NEED an Advisory Council

Six years ago the need for a high school occupation program in child care services was recognized by our high school administrator. With the help of an advisory council whose members had extremely broad knowledge of children and agencies dealing with children, an occupational course for junior and senior high school students was planned. This course had been in operation two years when twelve schools of the area decided to cooperate in building a vocational school. In addition the advisory council was able to convince the planners of the need for child care services in the new career school. Now members of the same council have been asked to offer their suggestions as to what the local junior college should offer in child care.

In each case, the planners were most impressed by up-to-date statistics. The council's latest survey showed that in our county there are: 23 licensed child care centers; 86 licensed day or night care homes; 90 couples caring for foster children. Park programs and various agencies serving children with special problems have entry level jobs as do all the day care centers. Within driving distance is an institution for retarded children which requires many workers.

Some of the original council members agreed to serve on the craft committee of the Career Center child care services course. ("Career Center" is the name given the vocational school. Its advisory committees are called "craft" committees.) Additional members were recruited from operators of day care homes, directors of child care centers and nursery schools, and agencies.

Since directors of proprietary centers may feel that the education of workers in child care skills is a threat to their businesses, it is important to emphasize that the training the course will give is for entry level jobs only. This means the directors will eventually have a supply of competent workers rather than more competing centers.

They Can Tell You What Their Child Care Workers Do

Once the child care laboratory was an accepted part of the

blueprints, the Career Center craft committee began the task of helping make the students' experiences relevant to the jobs they could enter. Discussions centered on what they would like entry level workers to be able to do.

High on the committee's list was that the worker have an acceptance of body functions, a sort of earthiness that would permit the worker to clean up an occasional mess without registering offense. They want their workers to know how to talk to children and to see possibilities for conversation and play in ordinary materials. Workers need to be able to help the children develop desirable habits and to lead each child to be more responsible for himself and his own actions. They expect a worker to serve children's food and supervise eating, toileting, and sleeping. They assume the worker will be able to keep the children safe, first of all. They appreciate workers who keep things picked up as the day goes on, pointing out that even a semblance of orderliness when you have twenty preschoolers together for nine hours takes constant attention.

They prefer employees who are dependable, cheerful, enthusiastic, and willing to follow established routines. Their eyes gleam with pleasure at the thought of actually being able to hire workers with these characteristics and some preparation in handling children.

They Are Eager to Share Their Knowledge

The members of our craft committee have been most generous in allowing students to visit their facilities. Students have been able to build up their fund of knowledge by observing proprietary centers and homes, government-funded programs such as Head Start, nursery schools, and special classes offered by Easter Seal. They have seen what a nearby institution for profoundly retarded children is like and heard its personnel officer describe job classifications and the taking of civil service exams for employment in state institutions. They have seen recreation workers at their jobs with less severely retarded children.

An enthusiastic young foster mother visited the classes and told about the changes children can undergo in good foster homes. A day care home operator brought her small charges to play in the laboratory while she explained the advantages of operating a day care home. She has been able to enjoy her own children as they grow and to give them the training and experiences that she wants them to have. At the same time she has been able to contribute to the family some much needed income. She set the students thinking about the costs, both economic and psychological, to the mother who works outside her home while her children are not yet in school.

The students learn about licensing standards laid down by state and local authorities for the protection of both children and operators. One student last year changed her goals to include the two-year child care course at nearby Prairie State Junior College when she found that opportunities for advancing from a child care home operator to a director of a child care center are no longer possible on experience alone.

On the other hand, one student, after serving her time in class, proclaimed she was going to get another kind of job and pay someone "to watch her kids." As each student knows more of the requirements of various jobs, and as she practices the skills necessary in those jobs, she can assess her own interest and skill. For most students this exposure leads to a more realistic career choice.

It is important that the course be open to all, not just noncollege bound students. Occasionally a student elects it for its value to her plans to become a kindergarten, elementary, or special education teacher.

Who Will Evaluate Your Program?

The students who elect a second year of child care services spend their class time four days a week as helpers at facilities of committee members. The supervisors' comments range from pleased to enthusiastic. One director, who has had a procession of cooperative students and other workers with no previous training, says she has never had a worker like this helper, a slow learner but one who knew just what she should do and did it. How would she feel if she had the best of the students from the course instead of that slow-learner who has never before succeeded at anything?

You Help Students Acquire Skills

As the course is planned at present, the first semester's work is spent in learning about the world of work as it applies to the child care worker and in acquiring skills used in caring for groups of children. While students are learning about job opportunities and limitations, they also begin working on the skills suggested by the craft committee. Each class is at the Center for two hours. Managing this amount of time is quite different from planning a class to last 45-55 minutes. Results seem better when the period has work on more than one subject or activity. Exploring creative materials, trying out play equipment, and learning games and songs give students a chance to do something.

Time is allowed for students to try out each play material so that they can set rules for its use. For example, before students can work out a routine for guiding easel painting with small children, they need to experience the problems involved in mixing the paint, keeping the paint on the paper, taking care of the completed project. They incorporate techniques suggested by committee members such as using liquid starch instead of water with powdered paint, adding a dash of liquid detergent to make it smell good and wash off, clipping the wet paintings to the lines on a small drying rack. Students know they are just trying out a creative material and that they do not have to make a picture which looks like something. They feel more secure with suggestions such as, "You may get better results if you plan to repeat each color you use," or "Use more of one color than the others."

When everyone has had a chance at the easels the students set their own limits for the children's use of this medium. Exploration of other creative materials results in specific minimum rules for the safe handling of each.

Some play materials have no element of creativity but must be used in a certain way if the child is to experience success. A puzzle, for example, goes together in only one way. Each student rates each puzzle on its difficulty so she can help the child choose one that is not too hard. To do this it is necessary to work the puzzles, but this is time well spent.

Sorting and matching of laboratory materials help the students see a myriad of learning possibilities. They assemble everything they can find that can be sorted and figure out what the child can learn from each resulting set. Sets are divided into very easy--such as blocks that are all the same shape or all the same color--to very hard. In the latter category is the box which contains magnets and a collection of plastic, wood, paper, brass, aluminum, and copper odds and ends as well as iron and steel objects.

Later students analyze equipment as to whether the child must coordinate large or small muscles to use it. Since riding the tractor or pushing the doll carriage or building with the blocks offers chances for the use of imagination as well as coordination, the next area of study is, logically, equipment for imaginative use, role-playing, and sharing.

Throughout the study of play equipment stress is put on the language used by the worker as the toy is selected and played with. We are fortunate in having the "Teach Your Child to Talk" (1970, Development of Language and Speech Center, Grand Rapids, Michigan) slides and tapes available (from a craft committee member, of course) for a specific study of language development of children. Students practice self-talk and parallel-talk as they use equipment. They enjoy making first word cards and articulation books for later use with the children.

Local libraries provide a fantastic supply of children's books and records as well as the movie, "The Pleasure is Mutual" (1966, The Westchester Library System, Westchester, N.Y.), on choosing and using picture books. Students select stories they might read to preschoolers to record in an attempt to apply the presentation principles they learned in the movie.

Children's food is another basic unit. Emphasis is on being able to help children develop desirable attitudes toward food and acceptable habits in eating. Preparation of simple, nutritious foods the child care home operator might serve for lunch may be done by part of the class while others concentrate on food preparations which involve the children.

Sprinkled in whenever possible are visits by infants and toddlers and their mothers. From these children students learn to observe individual differences and to see similarities among children. They start with watching one child for motor, social, and language development and progress to observing three or four children of different ages in the same laboratory period. If later experiences with larger groups in the laboratory are to be of maximum benefit, the students must be skilled and objective observers.

Now Let the Students Try Out Their Learnings

The experience of working with a sizeable group of preschoolers over a relatively long period of time is the unique contribution of the area vocational school laboratory. Our second semester is given over to the planning, operation, and evaluation of group child care experiences.

As a result of student suggestions made after last year's playschools, the second year students will conduct a special session for children who are past five but not yet in kindergarten. This will last three weeks. After they run this model group these students will act as supervisors for the first year workers' playschools.

In these playschools three-year-olds and four-year-olds come to the Center three days a week for five weeks. Each class of students has two such sessions. Students also conduct special interest sessions for mothers who stay at the Center while their children are in playschool.

In planning for the playschools the students:

- determine how many children can be cared for at once in the laboratory according to state standards
- find out what health standards they must meet
- check all equipment for safety
- make information sheets for parents
- compile enrollment information
- work out forms for attendance and expenditures
- plan a basic schedule for their ninety-minute period
- plan a variety of experiences for the children
- plan repetition of experiences
- formulate reasonable limits for behavior
- investigate possible ways to handle behavior problems
- divide daily responsibilities

Each student has a chance to work with the children at least once a week. She is in charge of the day's playschool at least twice. Students who are not working on the floor are observing or planning.

There is time after the final evaluation of the playschools by both students and parents for a review of types of child care jobs available. Students now know what competences child care workers need. They have real interest in information on interviews if they are seniors. If they are juniors who are returning to the Center, their interviews are with the directors who may provide them with a help station for the next fall semester.

It's Worth a Try

If you are hoping to add an occupational child care course to your curriculum, do expect to find lack of understanding, indifference, or even active opposition. Be the first to admit the desirability of good family care for each child. Agree that children learn living best in a secure, warm, loving home of their own and that even the best of our present day care facilities cannot be substitutes for a pair of effective parents.

Dare to point out, however, that the role of parents is sometimes thrust upon a couple before they are able to take full responsibility for themselves or before they both wish to assume this role. Then there is the increasing number of persons who face the dual problems of raising a child and earning a living in the one-parent situation. Poverty conditions may also hinder effective parenthood. The presence of a handicapped child in a home makes great demands on family members. In all of these cases, group child care facilities are gratefully used.

The conclusion that day care may be necessary, if not ideal, has been forced upon us. Day care for children whose parents both work (whether by preference or necessity) is already an established part of present day living. Success of programs that provide learning experiences for young children has insured their continuance. Services to very young children with handicaps have mushroomed. Soon, by mandate, schools of Illinois and other states must provide opportunities for early learning.

Whether or not we agree with the desirability of group child care, it is now a fact of life. The person on whom the quality of group child care depends from hour to hour of every day is the entry level worker. Let's educate that person to like this job and to take pride in doing it because she knows how to do it well.

If you really want to start an occupational child care course, take the first step: Assemble an enthusiastic advisory committee.

The following sources contain many helps for planning occupational courses in child care:

CURRICULUM GUIDES for Occupational Child Care

Child Care Aide, 1969 Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4027, Lubbock, Texas 79409. \$10.

Child Care Services Training Guide, 1969, The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, New York. \$3.00.

Preparing for Employment in Child Care Services in Pennsylvania Schools, 1966, Department of Public Instruction, Harrisburg, Pa. \$.25.

Suggested Curriculum Guide for Preparing Child Care Workers for Entry Level Jobs, 1968, Oklahoma State University Extension, Stillwater, Oklahoma. \$2.00.

Establishing a Training Program for Child Care Workers, 1972, The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210. \$2.00.

ARTICLES from the *Illinois Teacher*, 351 Education Building, University of Illinois, Urbana, Illinois 61801. \$1.00 per copy (after June 1, 1973, \$1.25).

Eichelberger, Lila Jean. "Child Development and Guidance--the Occupational Aspects." Vol. XIII, No. 1, Sept.-Oct., 1969, pp. 21-53.

Le Master, Judy. "Job and Task Analysis: Child Care Aide." Vol. XV, No. 4, March-April 1972, pp. 191-198. (Note: This issue also contains materials from the Texas Tech Child Care Aide Curriculum Guide listed above.)

Shipley, W. Edward. "Suggestions for Organizing Advisory Councils." Vol. XIV, No. 4, March-April 1971, pp. 197-199.



From left to right: Mrs. Annette Tramm, Henry Hodus, Director, Kankakee Area Career Center, Miss Lynn Troost, Director, Kankakee Valley Montessori School, and Mrs. Josephine Fishback, Director, Jack and Jill Day Care Center, Craft Committee Chairman.

TEENS EXPLORE TOYLAND

Ellen Hanks, B.S.
Home Economics Teacher
Rantoul High School
Rantoul, Illinois

"Why do they sell that rattle if it's not safe?"

"Let's write to the FDA and tell them about it."

"My little brother swallowed a squeaker from a toy."

"There were little rocks inside that rattle."

"Mrs. Hanks, is it O.K. if I go back to the store after school to finish the field trip paper?"

"When I'm a mother I'm only going to let my children play with *safe* toys."

These comments were typical of students' reactions toward this toy safety unit. Together we explored toyland--learning about hazardous toys and how the law provides for the elimination of unsafe toys.

As consumers of toys, all children are entitled to playthings free from obvious hazards to their health and lives. Each year many children are injured because of hazardous toys. Some accidents occur because of toy misuse, inadequate adult supervision, and toys being used by an age group other than that for which they were intended. However, many others result from problems the manufacturers can correct. Hopefully, toy safety may become less of a problem if the toy industry continues to improve toy production and labeling procedures as a result of government and self-regulation.

This unit on toy safety would be appropriate in consumer education, child development, or other home economics classes. Although designed for ninth and tenth graders, the unit could be adapted for learners of various ages--from elementary students to adult students. It is especially timely before Christmas, but is suitable any time of the year.

It would be helpful if the learners could have previously studied the development of children including physical, social, emotional, and mental growth. However, the toy "unit" can also be a vehicle for teaching about these various aspects of development.

Since all students have had experiences with toys, many will have stories to relate and examples to bring to class. The teacher may have a collection of newspaper clippings about accidents involving toys.

As students read about or hear of instances where children are injured because of specific toys, they become aware of the importance of safe toys. Students enjoy this unit and most have fun examining toys

and performing safety tests on the playthings. Another important outcome of this toy safety unit is the students' recognition that they can be heard by governmental agencies such as the FDA. In one class two students felt so strongly about a potentially dangerous rattle that they immediately wrote to the Toy Review Committee of the FDA. They, and other students, were surprised to receive a reply to their letter--an indication that their voice was heard. The letter and reply appear on pages 232-233.

Objectives for students:

To become concerned about toy safety.

To become acquainted with the Child Protection and Toy Safety Act.

To become acquainted with testing procedures that assess safety of a toy.

To recognize potential toy hazards.

To recognize the relationship of toy safety and the developmental levels of a child.

To have fun learning.

Content:

A large number of children are injured because some toys are hazardous.

To assess the safety of toys the Food and Drug Administration performs various tests.

A toy may be judged safe for one age group of children and unsafe for another.

Some hazards to be avoided in toys are: sharp wires, prongs, pins, and edges; material that shatters into sharp slivers when dropped; excessive heat production; objects that are small enough to put in ears, nose, or mouth of small children; toxic paint; highly flammable items; electrical and mechanical hazards.

The Child Protection and Toy Safety Act provides that if a toy is considered to be unsafe, the manufacturer must either correct the hazard or stop production of the toy.

Suggested learning activities:

1. Learners read of actual situations when injury has occurred by use of a hazardous toy. Students relate stories to rest of class if appropriate. A list of articles on specific hazardous toys appears on page 234.
2. Students share stories of personal or family experiences with hazardous toys.
3. Students view filmstrip "Toys and Activities for the Pre-school Child" contained in *Play: A Learning Medium for Preschool Children*, a unit by the J. C. Penney Company. This excellent filmstrip presents an overview of the purposes of toys and appropriate

toys for various age groups. Although a commercially produced filmstrip, it does not "advertise" and even includes discussion of some "toys" like cardboard boxes and tissues. The filmstrip is available through many local J. C. Penney stores or from J. C. Penney Company, Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.

4. Students test purchased or available toys using standards established by the Food and Drug Administration Toy Review Committee. See Toy Testing Procedures on page 235.
5. Class or interested individuals participate in a toy safety field trip. Teacher arranges for students to visit during a class period at least one local store that offers a wide variety of toys. Students gain experience in choosing safe toys for various ages of children, noting unsafe toys, and studying informative toy labels as they complete the Field Trip Guide on pages 237-240. Noting prices on some toys causes students to realize the cost of a toy is not related to its safety. The Field Trip Guide, to be used to direct students' learning during the field trip, is purposely long to provide enough activity for most students in a 40-minute visit to a store. If a field trip is not feasible, these activities could be used with toy catalogs in the classroom.
6. As an evaluation experience, students divide into groups to solve Toy Selection Situations found on page 241. Each group discusses their assigned or chosen situation using toy catalogs if desired as guides to selection and prices. Groups share their decisions with the rest of the class. This activity could also be used on an individual basis with students writing their answers.
7. As another evaluation experience, students pretend they are employed by the FDA to devise tests for safety of toys and to set up standards for toys. Let's Pretend on page 241 gives some ideas for this learning experience.

December 9, 1971

Dear Sirs:

Our Rantoul Township High School home economics class has been studying the Toy Safety Act. We have tested several toys in our classroom using the same procedures as stated in the magazine, Family Health, December, 1971. In doing this we found several hazardous toys that are on the market. The toy that we are calling to your attention is a baby rattle, manufactured by the Stahlwood Toy Manufacturing Company Incorporated. We have found that this toy shatters easily, thus causing a potential danger to a small child, who might be playing with it. We sincerely hope that you will test this toy also and in doing so can come to the conclusion that it is unsafe for use by children. We would like to thank you for your cooperation.

Sincerely yours,
Mrs. Nankes' 4th period
home economics class
Linda Anderson, Jeannet Melson

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Food and Drug Administration
Rockville, Maryland 20852

January 17, 1972

Mrs. Hanks' 4th period
Home Economics class
Rantoul Township High School
200 South Sheldon Street
Rantoul, Ill. 61866

Dear Mrs. Hanks:

Thank you for your letter of December 9 concerning a potentially dangerous Stahlwood baby rattle. We appreciate any information on products that may be hazardous.

I am enclosing a copy of the banned toy list to date. You will notice that several Stahlwood rattles have been banned. We are unable to determine if the rattle you mentioned has already been banned because we do not have the stock number. If you can obtain the stock number for this particular rattle, and if you do not find this item on the banned list, please forward the information to me. The Toy Review Committee is very interested in this type of information.

Thank you for your concern.

Sincerely,

Karen Klam
Technical Information and
Publications
Bureau of Product Safety

RESOURCE LIST: TOY SAFETY

1. "Caution: Toys Ahead." *Good Housekeeping*. November, 1971. pp. 112-113.
2. "Choosing Safer Toys." *Good Housekeeping*. November, 1972. p. 182.
3. Edelson, Edward. "Troubles in Toyland." *Family Health*. December, 1971. pp. 19-21.
4. Furness, Betty. "Protecting Your Child from Dangerous Toys." *McCalls*. December, 1972. p. 30.
5. "How to Choose Safe Toys." *Woman's Day*. December, 1971. p. 38.
6. Robertson, W. "Tempest in Toyland." *Fortune*. February, 1972. pp. 114-117.
7. Young, Carol. "Playing Safe in Toyland." *FDA Papers*. March, 1971. pp. 35-38.

RESOURCE LIST: SPECIFIC HAZARDOUS TOYS

1. "Backyard Swing Sets." *Consumer Reports*. May, 1971. pp. 272-278.
2. "Bang, Bang, You're Dead: WASP Cap Gun." *Consumer Reports*. November, 1970. p. 628.
3. Borgeson, Lillian. "Toys to Think Twice About." *Family Health*. December, 1971. pp. 20-21.
4. "Cap Pistol Standards Not Good Enough." *Consumer Reports*. September, 1971. p. 527.
5. "Caution! These Products Can Kill." *Changing Times*. February, 1970. pp. 27-30.
6. "Clackers: a Fun Toy But How Safe?" *Good Housekeeping*. September, 1971. p. 204.
7. "Crib Mobile That's Not for Baby: Winnie the Pooh Musical Crib Mobile." *Consumer Reports*. September, 1970. p. 510.
8. "Dangerous Toys." *Life*. November 12, 1971. pp. 79-82.
9. "A Dubious Use of a Toy with TV." *Consumer Reports*. June, 1970. pp. 328-329.
10. "Flip, Toss, You're Blind! Steel Tipped Darts." *Consumer Reports*. November, 1970. pp. 628-629.
11. "Hot Wheels Can Get Too Hot." *Consumer Reports*. November, 1969. p. 620.
12. "It's an Ill Balloon That Blows No Good: Party Pack Balloon Squawkers." *Consumer Reports*. September, 1970. pp. 510-511.
13. "A Mild Warning on a Zippy Toy." *Consumer Reports*. September, 1969. pp. 494-495.
14. "Rhythm Band Toy: Not Acceptable." *Consumer Reports*. January, 1970. pp. 7-8.
15. "Some Pacifiers Have Hidden Dangers." *Consumer Reports*. February, 1972. pp. 65-66.
16. "Stuffed Toy with Peppery Insides." *Consumer Reports*. March, 1972. p. 132.
17. "This Ball Is a Ball of Fire." *Consumer Reports*. March, 1971. p. 132.
18. "Toy Turtle That Was Too Tricky: Tricky Tommy Turtle." *Consumer Reports*. October, 1970. pp. 577-578.
19. "Two Toys, Two Hazards." *Consumer Reports*. June, 1971. p. 339.

TOY TESTING PROCEDURES OF THE FDA¹

Rattles and toys for the children under two.

Test: Toy is dropped 10 times from shoulder level onto a concrete surface covered with asphalt tile. If the toy doesn't break, it is considered safe.

Simulates: (A child standing in his crib and dropping his rattle repeatedly. If it should shatter anywhere within his reach, he could be hurt by sharp edged plastic fragments, and small rattling parts from inside the toy could be put into the mouth.)

Toys for children over two years old.

Test: Toy is dropped four times from a height of three feet.

Simulates: (A child dropping a toy from a high chair.)

Toys that could come apart

Test: Parts on toys intended for the under-two-year-old set have to withstand a pull of 10 pounds without coming loose. Toys for older children have to remain intact when pulled at 25-pound strength.

Simulates: (A child pulling on parts of toys such as dolls' eyes or squeakers.)

Toys that might be flammable.

Test: A lighted match is held to the toy. If the toy ignites the toy is likely to be banned.

Simulates: (Toy exposed to a lighted cigarette or open flame.)

Heat producing toys such as ovens, irons, corn poppers, and molding sets²

Standards: The maximum temperature for metal exposed surfaces is 149 degrees for metal surfaces. Wood, glass, and plastic surfaces can exceed the above maximum since they conduct less heat and would be less likely to burn children.

Automatic locking devices on doors of high-temperature toy ovens are required in order to prevent a youngster from opening the door while the stove is hot.

Electric cords are to be attached so they cannot be pulled out from the appliance.

Labels on heat producing toys should carry specific age recommendations.

¹Adapted from: Edward Edelson. "Troubles in Toyland." *Family Health*, 3 (12) (December, 1971), pp. 19-21.

²These regulations on heat producing toys were being formulated by the FDA when the article was written.



Students evaluate flammability of foam ball.



A toy safety bulletin board generates more student interest.

TOY SAFETY FIELD TRIP GUIDE

1. Given below is a list of some hazards toys present. For each hazard find 5 toys that might be unsafe because of this characteristic. Also, note the price of each toy.

Hazards	Brand name of toy	Price
Small objects		
Sharp wires or prongs		
Sharp pins		
Removable parts (eyes, squeakers, etc.)		
Inadequate labeling for age group		

2. Are warnings on toys adequately labeled? For each type of toy listed below, give a brand name of one such toy and the warning (if any) appearing on the label.

A gun that shoots something like a dart or other projectile

Brand Name:

Warning:

Heat producing toy

Brand Name:

Warning:

Chemistry set

Brand Name:

Warning:

Another toy that is labeled with a warning

Brand Name:

Warning:

3. Find a painted toy that a small child might be likely to put in his mouth.

Name a toy:

Does the label indicate that the paint on the toy is nontoxic?

4. Can you find any toys that are on the list of banned toys?¹ List them here.

Is it possible that there are new, safer versions of the banned toys?

¹Current list available from Office of Technical Information and Publications, 5401 Westbard Avenue, Bethesda, Maryland 20016.

5. Study the information about each of the children listed below. For each child choose at least 5 toys that you feel would be suitable for his abilities and age as well as safe for that age level. Also briefly state your reason for choosing each toy and the price of each toy.

Andrea Age 1½ Very active, likes to watch things move and to take things apart. Is not attracted to cuddly things like many children are at that age.

Suitable Toys	Reason	Price

Eric Age 6 First grader. Likes games and things "to do."
Lives on a farm and likes tractors, trucks, etc.
Not very well coordinated physically.

Suitable Toys	Reason	Price

Marcie Age 2 Has a baby brother. Likes to help her mother set the table and care for baby brother. Lives in a mobile home.

Suitable Toys	Reason	Price

Doug Age 10 mos. Is attracted to bright colored objects. Likes to grab his parents' hair and jewelry.

Suitable Toys	Reason	Price
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Tracie Age 5 In kindergarten. Very agile and coordinated. Has a large vocabulary and is very friendly.

Suitable Toys	Reason	Price
---------------	--------	-------

Dottie Age 3 A real livewire. Plays by herself most of the time. Falls a lot because she moves so fast.

Suitable Toys	Reason	Price
---------------	--------	-------

Grace Age 4 Very quiet. Advanced in things like numbers and letters. Counts to 25. Reads 3-letter words. Does simple addition. Extremely well coordinated.

Suitable Toys	Reason	Price
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TOY SELECTION SITUATIONS

Jan Heck

Home Economics Teacher
Rantoul Township High School

1. Young mother selecting Christmas gifts for 4-week-old boy. Doesn't want to spend over \$20.
2. Grandmother choosing a few toys for visiting 1-year-old granddaughter. Wants to send toys home with her after the week's visit.
3. Couple selecting toys to put in nursery for 2½-year-old. They will be adopting her in 2 weeks. It is early spring. They plan to spend about \$50 for toys with which to greet the child.
4. Seven-year-old Becky is in the hospital with a broken leg. Her mother wants to spend about \$15 for things to keep her from getting bored during her 2-week hospital stay.
5. You've decided to make a "Traveling Toy Box" to take along on your babysitting jobs. You found an old suit box which you have decided to put the toys in. You usually sit with children ranging from 8 weeks old to 6 years old. You don't want to spend more than \$3 and would rather not spend any money.
6. Elderly aunt wishes to buy a gift for a new nephew. She wants the gift to last a lifetime but hopes it will be functional at some time in the child's life. She is willing to spend \$20.
7. A close relative with 3-year-old twin girls has dropped in for coffee. You don't have any purchased toys but you know there must be something in the kitchen they would enjoy.

LET'S PRETEND

Jan Heck

You have been hired as a member of the FDA to test toys. Your job is to set up standards for testing toy safety for young children. The following kinds of toys need standards to be established. Describe the test you would devise to evaluate the safeness of each toy.

Inflatable toys

Spring bouncing toys

Mobiles or hanging objects

Riding toys

Rocking toys

Guns and projectile toys

Toiletries and makeup

Costumes, play shoes, and wigs

WHO PULLS THE STRINGS?

Sylvia Burns
Family Living Teacher
Traverse City Senior High School
Traverse City, Michigan

*Developed in a graduate Family Life Education course, Michigan State University, East Lansing, Michigan, Summer 1972.
Instructor: Dr. Kathryn W. Smith.*

One of the major objectives in any subject taught is to present learning experiences that will develop creative thinking on the part of the students.

This following situation could be adapted to fit any number of concepts, but my purpose for using this drama is stated in the following instructional objective in connection with a unit on intellectual maturity in a Family Living course.

After observing a socio-drama of a "human puppet," students will:

1. Write their interpretation. (Students are aware there are no wrong answers.)
2. List the people who "pull their strings."
3. After a discussion of the implications, students will write a generalized statement concerning manipulation.

Procedure:

You may ask a student to volunteer to be a puppet in a five-minute role-play. Colorful yarn is used and tied around the student's wrists and loosely around the neck. Next, the teacher stands on a chair and gently pull the strings while directing several previously arranged, relevant, questions to the puppet. For instance:

1. You like school, don't you?
2. What is your opinion of the dress code?
3. Don't you feel teachers should give more homework?

Any number of questions can be used, but each answer is just what the manipulator would like to hear.

This drama could lead to a discussion of helpful and harmful influences, not only concerning peers, family and community, but government and society.

NEW IRS RULING ON CHILD CARE EXPENSES

This information may be of interest to students and adults in your classes.

Families may deduct as much as \$400 a month for child-care expenses incurred while both husband and wife were gainfully employed full time, according to Karen Schnittgrund, University of Illinois Extension family economics specialist.

The ruling includes these stipulations: The child must be under age 15; he must be a member of the household; and he must be a person for whom the family is normally allowed an exemption.

Deductible child-care costs may be incurred in the household or outside the family's household. If the services are performed in the household, the family may deduct as much as \$400 a month. However, if the services are performed outside the household, the expenses deducted for any one month may not exceed \$200 for one child, \$300 for two children, and \$400 for three or more children.

This ruling applies to families whose combined adjusted gross income is less than \$18,000. If the combined adjusted gross income is more than \$18,000, the deductible expenses for child-care are reduced by one-half of the amount by which that figure exceeds \$18,000 for the year.

Before the change in the tax law, families were allowed to deduct child-care expenses only if their joint income was \$6,000 or less.

For more information about this change or other changes in the tax laws, get in touch with your local Internal Revenue Service office.

FOR YOUR FURTHER READING

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UNIVERSITY OF ILLINOIS

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HUMANENESS AND HOME ECONOMICS IN THE SECONDARY SCHOOL

HUMANENESS AND THE MULTIPLE ROLES OF MALES AND FEMALES

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Vol. XVI, No. 4, March-April, 1973. Published five times each year.
Subscriptions \$5 per year. Single copies \$1 until June 1, 1973. After
June 1, \$1.25. Special \$3 rate for undergraduate and graduate student
subscriptions when ordered by teacher educator on forms available from
ILLINOIS TEACHER office.

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FOREWORD

It is an old maxim that "A person is born male or female, but must learn how to be a man or a woman." Perhaps that is the germinal issue which the woman's rights movement has raised--how we teach children what is appropriate role behavior for women and men. The question of what is the appropriate role for a woman (and, in addition, for a man) is one which relates directly to our professional life, since home economics has been the "traditional" subject which educates for the "traditional" role. This issue of the ILLINOIS TEACHER was planned to explore some of the new thinking in terms of sex roles, in the hope that you, as a person as well as a teacher, can gain new insight into how restricting or how "liberating" various roles which we all assume can be. In addition, we hope that you will be stimulated to share some of these materials and ideas with your students, for surely there are no more important decisions in the life of an individual, male or female, than those which establish the kind of life style and sex role he or she chooses to live.

And how does the idea of multiple sex roles for both males and females tie in with the theme for Volume XVI, "Humaneness and Home Economics in the Secondary School"? Perhaps one of the easiest ways to inculcate humaneness in a home economics program is to be open and willing to communicate on controversial topics. If students feel free to voice their opinions, explore a variety of ideas, and to relate on a person-to-person basis, they will become more humane. So, also, will the teacher. Discussion of the various kinds of life styles people choose and the multiple sex roles which are available today can help students to become aware of choices which are open to them and to become more tolerant when others choose less conventional ways of living.

Teachers frequently report that the first question they ask when their latest ILLINOIS TEACHER arrives is, "What's in it that I can use directly in the classroom?" While the topic of sex roles did not lend itself easily to accumulating ideas that work in the classroom, we have tried to present a number of things we hope readers will find useful. Several of the articles printed here should be useful as references for students. The article by Helen Westlake describes how sex roles develop and discusses many of the differences between male and female roles which we see in our society today. Advanced students may enjoy Donald Fraser's outline of the legal status and position of women today. William Sloane Coffin, Jr. and Harriet Harvey Coffin cooperated to produce a pair of articles, first published in the June 1972 issue of VOGUE, that give insight into the myths that surround the masculine and feminine roles, and suggest ways that the sexes can help each other become more fully human. We reprint with the permission of Condé Nast Publications Inc. We are fortunate to have two "liberated" men, Donald Nelson and Gary Seigel, share their personal experiences with us, and these two articles should spark lively controversy and interest among students. Helen Below's article describes her work in studying the perceptions high school girls hold concerning the roles of women and various life styles. The sample items from her inventory could easily be used for a mini-survey in classes, and the results may prove interesting and surprising to students.

The rest of the issue is for the teacher, although we hope that the articles teachers read will benefit their students by giving added depth to their teaching. Jack Willers presents a comprehensive overview of the history of the status of women, the issues which have emerged from the women's rights movement, and how these relate to vocational-technical and career education. Dr. Willers' extensive bibliography provides a number of suggestions for further reading. Ruth Pestle points out some implications for home economics teachers in light of what the feminine role will be in the future.

Since discussion is probably one of the most used and useful classroom methods when studying a topic as many-sided and as potentially controversial as that of sex roles, the concluding article in this issue explores the potential of discussion and gives some suggestions for improving classroom discussions.

We would like to remind our readers that articles printed in the ILLINOIS TEACHER contain only the opinions of their authors, and not the editorial position of the ILLINOIS TEACHER.

We think this issue contains excellent articles which we hope will be stimulating, thought provoking, and of interest to readers. We hope it will give teachers confidence to try teaching the challenging topic of the multiple roles of males and females in their classes.

Connie R. Sasse
Editor for This Issue

TODAY'S SEX ROLES AND DEVELOPMENTAL DIFFERENCES
IN THE MALE AND FEMALE

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Role can be defined as a set of expectations placed upon one because of his status in a group. We all have a certain position or status in society, and are expected to carry out certain roles. These role expectations tell us what kind of behavior to expect from an employer, a teacher, a husband or wife, or any other member of the community. Thus, roles are descriptions of how people in various categories might behave.

Role definitions, then, give the individual a basis for knowing what is expected of him and what he can expect of others. However, they can also be a source of disturbance for the individual and for society, as for example, when a physician does not "act like a doctor." Such role inconsistency might result from the individual's rejection of the social norms that established the role in the first place; or it might occur because his role expectations differ greatly from those of others.

In either case, his violation of group expectations is likely to provoke concern, or even hostility, and to bring him in conflict with the group.

Sex Roles are Learned Early

Florence Howe in the October 16, 1971 issue of *Saturday Review* states:

Children learn about sex roles very early in their lives, probably before they are eighteen months old, certainly long before they enter school. They learn these roles through relatively simple patterns that most of us take for granted. We throw boy-babies up in the air and rough-house with them. We coo over girl-babies and handle them delicately. We choose sex-related colors and toys for our children from their earliest days. We encourage the energy and physical activity of our sons, just as we expect girls to be quieter and more docile. We love both our sons and daughters with equal fervor, we protest, and yet we are disappointed when there is no male child to carry on the family name.¹

Schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in. In blaming the schools, we must keep in mind that schools reflect the society they serve. It is also important to keep in mind that sexual stereotypes demeaning to women are also perpetuated by women-mothers in the first place, and teachers in the second, as well as by men-fathers, the few male teachers, and the many male administrators and educators at the top of the school's hierarchy.

Sexual stereotypes are not to be identified with sexual or innate differences, for we know nothing about these matters. John Stuart Mill was the first man (since Plato) to affirm that we know nothing about innate sexual differences, since we have never known of a society in which either men or women lived wholly separately.

How Do the Sexes Differ?

Edwin Lewis in his book *Developing Woman's Potential* states that in general, men are more strongly motivated by needs for achievement and sexual gratification, while women have stronger needs for emotional support from others, for love, and for security. Women also display stronger religious needs but feel more comfortable and less anxious concerning their religion than do men. He further states that sex differences in motivation are also evident in life goals, especially among young adults. Young men are motivated primarily by the desire to get ahead in their occupation, whereas young women if unmarried, are primarily concerned with getting married and having children. In the area of achievement, the results demonstrate that achievement motivation is a different phenomenon among girls than among boys. Among boys,

¹Florence Howe, "Sexual Stereotypes Start Early," Copyright (c) 1971 by Saturday Review, Inc. First appeared in *Saturday Review* October 16, 1971. Used with permission from the author and publisher.

achievement needs are closely related to a desire for power and status, but among girls such needs are related primarily to social acceptability. This means, in effect, that girls will strive to achieve if parents expect it of them, but left to themselves will not generate achievement motivation from within. Thus girls who develop high achievement motivation, especially in intellectual areas, also tend to identify less with the traditional female sex role.

What Is Woman's Social Function?

According to Margaret Adams in "The Compassion Trap"² (that pervasive social philosophy that woman's primary social function is to provide tenderness and compassion), the belief is that women have set themselves up as the exclusive model for protecting and nurturing others. Thus educated women tend to cluster in the so-called helping professions. Although it is commonly said that this work is most appropriate for, or congenial to, women's nature, the more significant and prosaic explanation is that only these professions have been open to women in any large numbers. The most familiar of the women-dominated professions are secretarial work, nursing, teaching, social work, psychology, and occupational, physical and speech therapy. The proliferation of the helping professions into a complex array of welfare services takes many of the more highly specialized aspects of the nurturing and protective functions out of the home.

An important task of the women's movement is to free women's congenial responses from the restrictive cultural regime and present them in a new and more functional shape. This demands a great deal of thought about how women can project a living image to replace the lifeless stereotype that society dictates. Two attributes particular to women have an increasingly important place in today's society: (1) flexibility of operation, and (2) capacity for intuitive awareness of personal and social phenomena. Flexibility is a characteristic that most women have had to foster to survive their limiting circumstances without being paralyzed by frustration. Because their skills and creative energies have been expressed mainly through promoting the successful growth and functioning of others, women have developed unusual versatility concerning their own preferences and goals, a heightened ability to grasp opportunity when it occurs, an equal capacity for withstanding disappointment when it is withdrawn, and unlimited competence in making things over -- food, clothing, furniture, the home itself, or the total social situation within which they operate. In a period of rapid social change, flexibility of thought and action is an extremely valuable quality. The other quality frequently attributed to women is their apparent capacity for picking up subliminal cues that when put together can produce a diagnostic assessment of individuals or situations with more penetrating insight than the more usual processes of conscious thought can achieve. Men have not needed to develop this subtle influence to the same extent because their exercise of power has been overt.

²Margaret Adams, "The Compassion Trap," *Psychology Today*, November, 1971, pp. 70-72+.

Sexual Stereotypes Are Pervasive

Training for sexual stereotyping is exemplified by a recent annotated catalogue of children's books. The books are listed under headings such as: Especially for Girls, Especially for Boys. Verbs and adjectives are remarkably predictable through the listings. Boys decipher and discover, earn and train, or fail some one. Girls struggle, overcome difficulties, feel lost, help solve, or help someone out.

In 1968, Inge K. Broverman and others of Worcester State Hospital in Massachusetts established a "sex-stereotype" questionnaire consisting of 122 characteristics socially known or socially tested as male or female. The studies verified that those traits stereotypically masculine were perceived as more socially desirable than those known to be feminine. Here are some of the male-valued items as listed on the questionnaire: very aggressive, very independent, not at all emotional, very logical, very direct, very adventurous, very self-confident, very ambitious. The traits used to describe the females were: very talkative, very tactful, very gentle, very aware of feelings of others, very religious, very quiet, very strong need for security.³

Boys are allowed and expected to be noisy and aggressive, even on occasion to express anger; girls must learn "to control themselves and behave like young ladies." On the other hand, boys are expected not to cry though there are perfectly good reasons why children of both sexes ought to be allowed that avenue of expression.

In junior high schools, sexual stereotyping becomes more overt. Curricular sex-typing continues and is extended in subjects as cooking and sewing, on the one hand, and metal and woodworking, printing, and ceramics on the other.

Will public schools begin to change the images of women in texts and the lives of women students in school? I do not expect that public school systems will take the initiative. There is too much at stake in a society as patriarchal as this one. And after all, schools tend to follow society, not lead it.

What Are Men and Women Capable Of?

A scientific-minded age probes more deeply to try to learn what men and women are really capable of--physically, psychologically, temperamentally. Although the female is less muscular than the male and falls short in the tests of brute strength, she is more durable and has greater resistance to fatigue. She can stand more suffering and go longer without sleep. At every age of life from birth to old age, the death rate of the male exceeds that of the female. Woman is physically awkward, by man's standards. But man is thinking of the way he throws a baseball. If a graceful man were forced to unfasten a back-buttoning garment, as women must, he would soon learn how awkward he is. The male reaches over his shoulder to skin off a sweater; the female, around her ribs. He pulls his gloves on from the front; she, from the back of her hands.

³Howe, "Sexual Stereotypes Start Early," p. 80.

He doubles his fingers into his upturned palm to look at his fingernails, she straightens her fingers. He strikes a match toward him, she away. He carries books hooked in the hanging hand, she cradles them on her stomach. He is hinged for certain movements, she for others. Different, but unequal only if one prefers one style of movement to the other.

In certain sensory abilities there are slight differences between the sexes. Women, at least as trained in our culture, are generally better coordinated in speech. They rarely stutter. Men inherit a sensory defect which women carry in the genes, but pass on in body characteristics chiefly to the male, namely color blindness.

The male tends to spotlight knowledge, whereas women tend to flood-light it. The female senses a variety of things simultaneously. Women talk mostly about personal things, other people, friends, themselves, or their feelings and loves; men more often talk about activities, politics, business matters, sports, sexual exploits, and their accomplishments.

For women the nicest words are "I love you," for the man "I am proud of you."

A woman will express herself in terms of how she felt on the certain occasion; a man, in terms of what he said, did, or at least thought. A woman personalizes generalizations about people. A man shifts the generalization to someone else who fits the picture. Men are more inclined to be competitive, to outdo others, to achieve success and fortune. Women are more interested in getting along with people, although the pattern is changing because of coeducation.

Male Adult Sex Roles Changing

How can we prepare the man for the adult sex roles in the romantic companionship type of family arrangement we have come to accept? Here the school and home can do a great deal by providing boys with early and enjoyable contacts with the domestic side of life. Instead of being kidded or shamed for showing an enthusiasm in domestic tasks and interests, the boy should be encouraged. The adolescent boy's interests should not all be channeled into vocational preparation; some should be channeled toward home, family, and parenthood.

The task involved in preparing boys for home life today has negative as well as positive aspects. It necessitates the unlearning of many traditional concepts of how a man should be. Boys should be helped to give up adolescent gang concepts which teach the superiority of the male and require a show of indifference or hostility to pursuits generally followed by girls.

Boys need to be helped to accept the new status of women. Those who have grown up in homes patterned along patriarchal lines are ill-prepared for life with the self-respecting, assertive, and fully self-confident woman. The values of the new type of marital relationship are not beyond the scope of classroom discussion, and neither is it fair to assume that boys are naturally not interested in such matters. Where boys are allowed to indicate subjects in which they are interested

without the threat of shame from their contemporaries, marriage and other interpersonal relationships rank high on their lists.

These values carry over into adult life. The girl who looked down upon the study of home economics as a student is likely to look down upon the job of homemaking as a wife. Her years of study and training in the academics of a professional field and the values she absorbed in the process make it difficult for her to subordinate her career values to those of homemaking. Meal planning, household management, and child care, which would have been challenging and absorbing jobs had she learned to value them, become instead the dull routine of married life. Bitterness, marital frustration, boredom, and discord are the common symptoms of disappointment.

This situation is very common and yet it could be largely eliminated by the recognition on the part of educators that although most of their graduating girls will have vocational aspirations, an even larger percentage will be required to attend to the business of homemaking. There is need not only for greater emphasis upon the arts and skills of home management, child care, and relationships but also for a more convincing presentation of the values and satisfactions of these tasks. Women and men need to learn again that there is dignity and social value in making a house a healthy, happy place to live. They need to be reminded that raising well-adjusted children is a more difficult and socially valuable task than efficiently operating an office or industrial machine. This means that along with vocational or academic courses, every student should receive some effective preparation for the roles he will probably play as a spouse and parent.

Sex itself is physical, but becoming a male or female in behavior and aspirations is a complicated social process.

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LIBERATION FOR MEN AND WOMEN

The Honorable Donald M. Fraser
United States House of Representatives
Washington, D.C.

EDITOR'S NOTE: The following article was presented by The Honorable Donald M. Fraser, Congressman from Minnesota, as a speech to the Adult Education Association of the U.S.A., Commission on Status of Women and the Section on Continuing Education of Women in Minneapolis, Minnesota on November 18, 1972.

In October 1971, which was not even in an election year, the House of Representatives passed the Equal Rights Amendment by a vote of 354 to 23. In March 1972, the Senate passed it by a vote of 84 to 8. To become a part of our constitution, it must be ratified by 38 states--22 have so far. The states have seven years to act, and the amendment would become effective two years after ratification.

Now, I have been asked to come tell you what this equal rights for men and women would mean to us--men as well as women.

I suspect I have been asked to speak because my wife is an activist in the women's movement. Perhaps you hope I bring some special expertise.

Well, in the women's movement, there is a thing called consciousness raising--an experience whereby we all learn from each other's experiences. So, let me tell you a little bit about mine.

Over 20 years ago my wife and I--and she was not then my wife--had long discussions about whether there could be two captains to a ship. As you may guess, I had come out of the Navy, and we were discussing the ship of marriage and each other's views about it. I took the position a captain was a captain and that is the way marriages were run. She had, as you might guess, a different view.

She was an ardent democrat with both a small and large D, and believed that marriages should be between equals. I had been raised--socialized, they say now in the women's movement--to expect that some were more equal than others. Men supported families, women raised them. Men had professions; women did volunteer work--after they took care of their husbands and families. This was immediately after World War II when, consciously or unconsciously, we were sending women back to the kitchen and crib, so society was confirming my beliefs.

Now, some twenty years later, things have changed mightily. There is a demand to limit population. Millions of women are in the work force and many are heads of household.

...31.5 million women are in the work force.

...5.6 million families are headed by a woman.

...one-third of these in 1969 had incomes under \$3,000.

Some twenty years after our discussions about captaining ships, I am in the U.S. Congress and my wife works in my office, half-time with no pay. She cannot be paid, for there is a nepotism rule in the House. Relatives, especially wives, cannot be paid. The reason for that is based on the public view that relatives on the public payroll are there not because of merit, but because of the family tie. This erodes public confidence. But nepotism rules are seen more and more as institutionalizing discrimination against the wife.

Now, more than twenty years later, also, our children are almost grown up. Four are in college. My wife is 47 years old. Her mother is 67. Her grandmother just died at age 93. My wife will probably outlive me. Society expects her to keep house, do volunteer work and keep my socks mended and shirts pressed for the next 30 years--an exciting prospect for her.

Now, she will be well fed, well housed, well clothed, and wined and dined as much as she likes. She can accompany me to all kinds of countries around the world, for I am a member of the Foreign Affairs Committee. She will only be expected to appear charming, gracious, and well dressed at these functions, shaking hands with diplomats and heads of state, who smile at her and say, "Good evening, Mrs. Congressman." She will be asked how many children she has and where the Congressional group is going next. Her opinions on the local shops will be desired, the better to serve the next Congressional group who travels abroad.

When I finish my stint in Congress, we will move someplace else, presumably some place where I want to go and can find a job. Once, when I was feeling very discouraged about Congress, she suggested that I quit and go back to school, and we could live on what she could earn as a secretary.

I wonder why that seems like such an outrageous idea?

People are sometimes a little shocked at the idea of a Congressman's wife being involved in the women's movement. Something must be a little wrong with her--she must be unhappy or some kind of freak, many people think. She gets questions like: "Doesn't your activity hurt your husband's career?" and I get comments, sometimes, to the effect that my wife is getting more publicity than I am. Somehow, that is not quite right, it seems. No woman is ever supposed to outshine her husband or get more publicity than he. We are all astounded at Martha Mitchell.

But I do not want to dwell on the biography of my wife. Let us talk about my daughters for a while. What does society say to them? Grow up, go to school, get married and live happily ever after. If you are sweet, pretty, thin, charming, submissive, and sexy you will succeed in life. If you are a tomboy, there is something wrong with you. Be careful.

So we send our girls off to college to get a good husband. We do not worry about what they major in much, except we discourage them from going into any occupation that will support them. We prepare them for motherhood but not for widowhood. And we wonder why there are so many

women on welfare. There is really something wrong with a woman who cannot find and keep a husband to support her.

One of my daughters sold men's ties one summer. Her brother worked on a barge. It took my daughter one week to earn what my son earned in two days. That same daughter is now rebuilding a house and the boys are admiring her carpentry skills. And we are all wondering about her. Why shouldn't she be allowed to do carpentry if she likes it, and if she is good at it? Because it is not ladylike?

So you can see that I have not escaped the effects of consciousness raising, and this in turn has led to my strong support of the equal rights amendment.

Now the first thing that is interesting about equal rights is that, as we approach the celebration of the bicentennial of democracy, we are also debating whether, in fact, we really ought to make women the equals of men in this society.

In 1776 we wrote the Declaration of Independence but implied throughout was the label: "for men only." In 1848, the first women's rights convention was held in which the women--and the men who also attended, including Frederick Douglass, the black abolitionist--asked that women be given education, rights to hold or manage property, rights to their children, and even the vote. Shortly thereafter the Civil War was fought, but only black men got the vote. Women's suffragists worked hard, the early feminists died off, and the militants took over. Alice Paul chained herself to the White House fence in protest against Wilson's unwillingness to support women suffrage. Wilson, who invented the idea for the League of Nations and was considered the great peacemaker, was shamed into supporting women suffrage.

So, now after all these years, we are finally undergoing the process of acquiring a new amendment to the Constitution.

The amendment simply states: "Equality of rights, under the law, shall not be denied or abdicated by the U.S. or by any state on account of sex." Thus, under the law, women would be equal. It is admitted that, under the law, they are not now equal.

I want to read from testimony given by Martha Griffiths (chief House sponsor) before the Michigan State Legislature. We worked closely with her in helping to pass the Equal Rights Amendment.

The intent of this Amendment is to write women into the Constitution of the United States, to give to them the basic protections guaranteed in the Constitution to men.

It comes generally as a surprise even to lawyers to realize that in the long history of this country with only one exception no woman has ever won a case before the Supreme Court in which she sought to avail herself of the basic rights guaranteed by the Constitution of the United States.

When the 15th Amendment was ratified in 1870, stating clearly, "The right of citizens of the United States to vote

shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude," why weren't women permitted to vote? This question occurred to many women and some women tried to vote. One woman took her case all the way to the Supreme Court and in 1874, that Court held that the 15th Amendment did not apply to women. It applied to black men, but not to black women. Fifty years later the 19th Amendment had to be written into the Constitution before women were permitted to vote.

Twice in the last century women, trained in the law, were denied admittance to the Bar. They took their cases to the Supreme Court and in both instances the Court refused to grant to them the protection of the 14th Amendment, thus denying them the right to practice law. State legislatures more responsive to women and the times gave women the right to practice law.

But let us look to see what the Court has done lately.

In 1938, the Supreme Court ruled [in *Missouri ex. rel. Gaines v. Canada*, 305 U.S. 337 (1938)] that the exclusion of blacks from the University of Missouri Law School violated the 14th Amendment's equal protection clause, but in 1960 [Allred v. Heaton 364 U.S. 517 (1960)] the Texas Court of Civil Appeals ruled that the exclusion of women from Texas A & M did not violate the 14th Amendment, even where women seeking admission desire a degree offered at no other University in the State. The Supreme Court agreed. In 1970 the Supreme Court affirmed the decision of a lower court that the exclusion of men from state-supported Winthrop College did not violate the 14th Amendment's equal protection clause [316 F. Supp. 134] [D.S.C. 1970].

In 1879 the Supreme Court struck down a West Virginia statute that excluded black men from jury duty on the grounds that it violated the 14th Amendment and unfortunately stated that a State could confine jury service to males [Strauder v. West Virginia, 100 U.S. 303 (1879)].

Eighty-two years later, this case was upheld when a woman convicted of a capital crime in Florida objected to the fact that women had been systematically excluded from jury service [Hoyt v. Fla. 368 U.S. 57 (1961)].

In 1966, a 3-judge federal district court ruled an Alabama law excluding women from jury service violated the 14th Amendment's equal protection clause [White v. Crook 251 F. Supp. 401 (1966)]. At the same time, the Mississippi Supreme Court ruled that the Mississippi law which excluded women from jury service did not deny women the equal protection of the laws [State v. Hall, 187 So. 2d. 361 Miss. 1966].

In 1970 the Supreme Court of Louisiana held that a challenge to Louisiana's automatic exemption of women from jury service was "clearly without substance."

For a brief moment in November 1971, it appeared that the Supreme Court might finally consider women human. They struck down an Idaho law which required that men be preferred over women in the appointment of estate administrators. The Court based its ruling on the narrowest possible legal grounds. The

New York City Bar Association has described the decision, *Reed v. Reed*, as follows.

"The 1971 Reed case indicated no substantial change in judicial attitude The Court refused to consider plaintiff's argument that a presumption of illegality attaches to any sex-based classification. Instead, it ruled on the particular facts of the case, holding that the statute utilized an arbitrary method of achieving its goal, which was to eliminate hearings and thus conserve time for probate courts.

"Thus, the Supreme Court's interpretation of the 14th Amendment in sex equality cases does not provide any realistic basis for reliance on existing constitutional provisions to effect any fundamental change in sex-role determinism. Even where the Equal Protection Clause is utilized, the decision of the Court may be so narrow and the facts so unusual that the impact of the case is uncertain, resulting in no necessary revisions in existing laws and practices" [*Congressional Record*, February 18, 1972, Page S2101].

In short, Reed is an extremely limited decision which merely invalidates one discriminatory statute [*Reed v. Reed*, 404 U.S. 71 (1971)].

A later decision of the Supreme Court [The Supreme Court's approval of *Forbush v. Wallace*] shows the Reed decision's lack of value as precedent. In March 1972 the Court affirmed without opinion a ruling that Alabama may require a wife to take her husband's surname upon marriage and to use this name in obtaining her driver's license. The lower court had found the Alabama law to be justified by custom and administrative convenience.

On April 3, 1972, the Supreme Court again took one step forward and two steps backward. In [*Stanley v. Illinois*] one case the Court struck down an Illinois statutory scheme which presumed that unwed fathers were not fit to raise their children. (Mothers and married fathers were presumed fit.) The Court's opinion [in *Stanley*] devoted nine pages to the issue of due process and only one paragraph to the issue of equal protection. Since the opinion failed to mention the question of sex discrimination, [*Stanley*] the case has little, if any, relevance to constitutional protection against sex discrimination.

The U.S. 5th Circuit Court, however, has already cut down *Reed v. Reed* by determining that benefit guidelines for men and women members of the Armed Forces were set for administrative convenience rather than to discriminate against women.

Lt. Sharron A. Frontiero who is married to a college student Joseph Frontiero, charged that federal statutes and regulations require a female member to show actual dependency if she is seeking quarters' allowance and medical benefits for her husband. Male members are not required to show this of their wives. (Michigan, of

course, has sense enough to know that these allowances are fringe benefits and should be available to both men and women on exactly the same basis.)

You might be interested to know that if an American G.I. stationed any place in the world marries a national of that country American hospitalization and commissary privileges are immediately available to her, but if an American woman G.I. takes her American husband with her, he isn't even entitled to free aspirin from an American hospital.

Much has been said about the so-called protective legislation. The Equal Rights Amendment would require that such legislation be wiped out, except that the Civil Rights Act of 1964 has already wiped out most protective legislation--10 states repealed their maximum hours laws, 13 states [of which Michigan was one] have had attorney general opinions which conclude that their hours laws are not applicable to employers covered under Title VII. The Federal courts have struck down State hours laws in conflict with Title VII in the following jurisdictions: California, Illinois, Kentucky, Louisiana, Massachusetts, Ohio and Pennsylvania.

At least 4 states, Illinois, Pennsylvania, Virginia and Maryland, have ratified equal rights provisions in their State constitutions. Hawaii has always had such a provision. Florida guarantees all persons equality before the law. Utah protects the civil, political and religious rights of women.

The protective legislation with the exception of hours was really worthless; and today's world will certainly not permit long hours of work for either men or women, but if there are those at low pay levels who should be protected, then both sexes should be protected.

In the name of protection, one of the most disgraceful laws unfortunately originated in the Michigan legislature shortly after World War II when that legislature passed a law forbidding women to be bartenders unless they were the wives or daughters of the owner. This meant that a widow or single woman who might be the owner had to hire a bartender. This law was appealed to the Supreme Court and upheld (in a decision almost obscene). In the last few years many legislatures have repealed these laws, or State Courts have invalidated them.

When the Equal Rights Amendment is ratified, the States and the Federal Government will have two years to equalize these laws, before the Amendment is effective.

This equality of rights amendment is aimed at governments. It would not change one bit the social relationships though many believe that in the long run they might be improved.

Also equality of rights does not mean that every woman must cease being a housewife or homemaker and go to work any more than it means

every man must start to raise children. The John Birch Society would lead you to believe that would be the result.

Equality of rights means that women would have to share the responsibilities of society as well as the rights. For example, if men must be drafted then women must be drafted too. But no one would be required to perform any military duty for which either he or she would not be qualified. Currently, we limit opportunities in the military service for women, although recently the military has begun to prepare for more women in more military roles.

And it would mean that if we let young men sign up for the volunteer Army at age 18 without their parents' signatures, we would have to let young women sign up at age 18 without their parents' signatures. Currently, I am told, the military requires that young women have their parents' signatures until they are 21 while young men can get in earlier without parental consent.

The converse will then be true with marriage. Currently, many states let young women marry earlier without parents' consent than young men. It is interesting to speculate why we will let young women go into marriage early and young men to war but not the reverse.

Finally, I think there are good reasons for men to support the equal rights amendment in addition to the moral reason.

It might take some of the pressure off men in our society. Maybe, in fact, fewer of us would have ulcers or die of heart attacks. We could relax. We would not have to be constantly worrying about how we were going to support this woman we married and this family we spawned. We could share responsibilities.

I would like to read a portion of a speech given in June of this year by Halcyone H. Bohen, Assistant Dean of Students, Princeton University:

You male members of the Class of 1972 probably question the net worth of the job-dominated lives which may have left your professional and economically successful fathers an average of 30 minutes per day with their young children, and suddenly isolated and distant from those children as adolescents and young adults. I hear men students--particularly in the Sociology course on "The Family" in which I was teaching this spring--say they simply will not let that happen in their lives. If they father children--and they feel they should not if they don't have this commitment--they intend to share the parenting equally with the mother.

When I ask naively how they plan to do that--how will their employer let them, or what if they just don't want to leave their own interesting research, painting, or whatever--they simply insist that they and the whole society will have to reorder priorities to take child rearing seriously in America.

I would like also to call attention to Title IX of the Higher Education Act which bans discrimination on the basis of sex in any of the educational programs which are supported by the federal government.

I also want to call your attention to the bill introduced by Patsy Mink of Hawaii, which would establish a program in the Office of Education to help overcome past deficits in our education programs with respect to the role of women in our society.

All of these things make it more clear that we should allow individuals to define their own terms--the "pursuit of happiness." If women want to stay home and be homemakers, that is fine. If men want to go back to school any time during their lives, that is fine. If some women like to go out and work and some men like to stay home and take care of kids, that is fine. If some men want to work part-time and enjoy life, that is fine--let us treat people as people.

But even more than all this--

We come to the basic moral question which I have alluded to before: Equal rights for men and women. Why should there be an argument?

The Declaration of Independence says: "All men are created equal . . ." and we have always been taught that that was supposed to mean "all people are created equal" . . . but now we know, the writers of the Declaration of Independence meant that democracy was for men only, like they meant it was for white men only. We changed the first part and made it for black and white men. Now let us celebrate the bicentennial by making it what the women in 1848 wrote in their revision of the Declaration: "All men and women are created equal, they are endowed with certain inalienable rights and that among these rights are life, liberty and the pursuit of happiness"

YOUR NEW SELF-IMAGE

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In the Bible there are two Creation stories. In the first we read, "Male and female created He them." Adam and Eve are created simultaneously, both in the image of God; and both are given dominion over the earth. Then we read, "And God saw everything that He had made, and behold it was very good."

Isn't that a beautiful account? Why doesn't that myth inform the relationship between man and woman? Why for centuries have men and so many women preferred the second account--the story of Adam and Eve--with its image of woman as derivative and weak, powerful only in her ability to seduce man; the image of woman as temptress--*cherchez la femme*--whose sin ushers evil into the world and who upon ejection from Eden is made subject to Adam, docile before his sexual and other drives?

The persistence and perniciousness of the myth of male supremacy is illustrated by the fact that today both the pious and the libertine hold the same low view of woman. Is a helpmate that different from a playmate? Perhaps then it is no accident of history that Hugh Hefner is born of pious Methodist parents!

As always, anxiety is at the root of corruption. Human beings are inevitably anxious; because while a rose is a rose, and a skylark's a skylark--Mr. Shelley notwithstanding--we don't know who we are. We are the only creatures who come into the world whom the world does not explain. With its usual rich imagery, the Bible says we are a little lower than the angels. We are animals plus a spirit, or spirits with an animal nature. But that description is very indefinite. Hence, to have an identity problem is part of what it means to be a human being.

Early in Western civilization men decided that to be male meant not only to have physical strength but also to have intellectual and spiritual power. Men decided that the male role was to make war and money, to govern the political and religious institutions of society, and to control most of the professions. In other words, men established the values by which they would succeed and then saw to it that these values reaped the greatest rewards.

But while this hierarchy of values made men feel superior to women, it hardly allayed their anxiety about themselves. In this setup, a boy did not become a man as naturally as a girl became a woman. A boy had to prove himself, perform, pass tests, initiation rites. Then, too, power and strength are not accidentally but essentially competitive; for

someone to succeed someone else has to fail. And finally, and ironically, the more a man succeeds the greater becomes his anxiety as he senses his greater exposure to the jealous attacks of others. This continuing relationship of anxiety to power was beautifully captured by Michelangelo, as almost all of his powerful figures betray the telltale sign of anxiety--dilated eyes.

Why did women agree to this hierarchy of values? Perhaps because might makes right or because they liked their greater security; or because it is difficult to shake invisible chains, and because it's even more difficult to say "I have met the enemy and he loves me." Because men wanted women as women, it was easy for women to fool themselves into believing they were wanted as fellow human beings. (Nothing like a little moist sentimentality to gloss over a fundamental inequality.) There must have been countless reasons, but they are not our chief concern here.

Our primary concern here is the power that the myth of male supremacy exercises over both men and women. This power derives from the fact that the myth has become a complex, that is, a self-ordering pattern of thought, a self-ordering pattern of behavior. When a person has a complex, he will believe true what he so wants to believe true. Seeing is not believing; believing is seeing. A man with a complex kids himself that his will is autonomous. His mind simply mirrors the structure of his will and does the bidding of his will. Then all new knowledge becomes only another facet of an already formed stone, another filing that drops into the already established magnetic field.

That male supremacy is a superiority complex becomes breathtakingly clear when one studies the history of scientific proofs of the inferiority of women. From Aristotle to Freud, every comparative morphology between male and female turns into a misogyny of an inferior female body. These scientific proofs prove only the fantasies of the scientists who believed them.

The complex is also apparent in the history of theology, right up to the present day. The modern era, characterized as it is by the rise of capitalism and imperialism, the triumph of science and technology, is a masculine era par excellence. So theology has regularly equated sin with pride, will to power, exploitation, self-assertiveness. But, as one woman theologian has pointed out, the specifically "feminine" forms of sin have a quality which cannot be encompassed by such terms as pride and will to power. They are better suggested by such items as triviality, distractability and diffuseness, sentimentality, gossip sociability, and mistrust of reason; in short, underdevelopment or negation of the self.

And finally we see the complex at work in the ready equation people today make between the normal and the rational. It is normal but not rational for women to do almost all of the housework while men take the jobs outside the house. Yet if a woman shows little taste for cooking, it is almost as if she had no breasts; just as a man with no drive for power or money is considered to have no testicles. The expression "She has a mind like a man's" tells a woman that to have intelligence is almost like having a mustache; whereas a man who shows his tears is considered "soft as a woman."

The British writer Brigid Brophy is right; the complex has power because it is rooted in our anxiety over our sexuality: "Just as the sexual regions are the most vulnerable part of the body, sexuality is the most vulnerable part of the ego. Tell a man that he is not a real man, or a woman that she is not 100 percent woman, and you are threatening both with not being attractive to the opposite sex. No one can bear not to be attractive to the opposite sex."

So what does all this add up to? Here is one version, from the opening passage of *Masculine/Feminine*, edited by Betty and Theodore Roszak:

He is playing masculine. She is playing feminine.

He is playing masculine because she is playing feminine.

She is playing feminine because he is playing masculine.

He is playing the kind of man that she thinks the kind of woman she is playing ought to admire. She is playing the kind of woman that he thinks the kind of man he is playing ought to desire.

If he were not playing masculine, he might well be more feminine than she is--except when she is playing very feminine. If she were not playing feminine, she might well be more masculine than he is--except when he is playing very masculine.

So he plays harder. And she plays . . . softer.

He wants to make sure that she could never be more masculine than he. She wants to make sure that he could never be more feminine than she. He therefore seeks to destroy the femininity in himself. She therefore seeks to destroy the masculinity in herself.

She is supposed to admire him for the masculinity in him that she fears in herself. He is supposed to desire her for the femininity in her that he despises in himself.

He desires her for her femininity which is his femininity, but which he can never lay claim to. She admires him for his masculinity which is her masculinity, but which she can never lay claim to. Since he may only love his own femininity in her, he envies her her femininity. Since she may only love her own masculinity in him, she envies him his masculinity.

The envy poisons their love

So far, it has all been very symmetrical. But we have left one thing out.

The world belongs to what his masculinity has become.

The reward for what his masculinity has become is power. The reward for what her femininity has become is only the security which his power can bestow upon her. If he were to yield to what her femininity has become, he would be yielding to contemptible incompetence. If she were to acquire what his masculinity has become, she would participate in intolerable coerciveness.

She is stifling under the triviality of her femininity. The world is groaning beneath the terrors of his masculinity.

He is playing masculine. She is playing feminine.

How do we call off the game?

That's a question difficult to answer for those like myself, still under the domination of the complex.

But this much is clear: justice demands that we should legalize abortion or punish men equally for their promiscuousness. We should probably develop the pill for men and take far more seriously vasectomy. We should equalize all opportunities--political, economic, and social--i.e., pass the Equal Rights Amendment for women.

But how do we rid ourselves of the complex? That is the even tougher problem. Certainly the first problem is to recognize that we are hurting because we have denied our nature. All of us are suffering the sufferings of our humanity betrayed. If we recognize the anguish, we may be able to let loose the feelings we have so long repressed. Specifically, we men have to stop disavowing "the woman Thou gavest me." We have to love back into being the parts of ourselves that God so loved and which we have so long and so wrongly despised. We men have to learn to love the "feminine side of our nature."

This is something men have essentially to do with each other. For if in our pain we go running to women, it will probably be only with the hope that our old selves will find solace and that we can avoid the birth pains of a new self.

The new self must reaffirm that Eve was once part of Adam. We must let Eve get back under our skin, and really experience the primal union. Physically Adam resembles Eve but is separate; but psychologically he is distinct but not separate. Psychologically I am Adam and Eve before God.

Psychologically this Adam and Eve polarity is as false as all the other polarities we have maintained: body-mind, black-white, passive-active. These polarities are all designed to create and maintain an unwarranted sense of superiority, to separate us wrongly one from another; and, as the price of social division and conflict is internal personal division and conflict, it is small wonder we are hurting. For who art thou, O man, to be putting asunder what God Himself has joined together?

HARRIET HARVEY COFFIN ANSWERS HER HUSBAND:

"Isn't it time the sexes gave one another the permission to be human?"

Harriet Harvey Coffin

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About six thousand years ago, women weren't doing badly. It hadn't occurred to anyone yet that men had something to do with conception. Women were treated not only as equals but as miraculous creatures who brought forth children. Then, as Women's Lib leader Gloria Steinem has pointed out, paternity was discovered and the situation changed drastically: children could be owned; goods and authority could be passed down by bloodline; and women needed to be locked up long enough to determine who was whose father. And so the ideas of marriage, inheritance, and subjugation began all at once.

Since that day, all sorts of myths--historical, religious, cultural, and scientific--have tumbled down history on top of one another to keep woman in her "natural place," barefoot and pregnant, a happy housewife and mother. I have no objections to women's being "just housewives and mothers," if that's what they want to be. But I do have a lot of objections to their staying that way if they don't. The women's movement is a movement against discrimination on all levels, psychological oppression included. At root, it deals with perception--a new way of seeing yourself and others. Our first job is to unload and unlearn the myths of centuries so that everyone (woman or man) has a free choice of what he/she wants to be.

Some of the most effective myths have been perpetrated by science; it could lay claims to "proofs." The egg, according to Galen, the second-century Greek physician, was "weaker" than the semen, "thinner," "colder," of an "inferior tonus." Scientists in the seventeenth and eighteenth centuries, for instance, "proved" that male semen carried within it a minute fully-formed embryo. Woman played no part in generation; she was ground matter on which the autonomous seed could grow. The ovum was not discovered until 1827. All along, as James Hillman pointed out, the male system was the prototype; the female, the analogue. The ovaries were inferior testes; female seed, inferior to male.

Only in our time have we begun to understand that the scientific observer's beliefs may influence what he sees or does not see.

That a woman's place is "in the home," her role, that of wife and mother, is myth. Until the Industrial Revolution, most produce was made in the household or on the farm and women were a vital part of the economic community, as manufacturers and traders.

The myth of myths is that of motherhood; and its most pernicious form occurs in very recent history: a child will be seriously deprived if his mother doesn't hover over him day and night. In reality, most

middle-class children today suffer from an overdose of mother, an under-dose of father, and a serious deprivation of the wider community that peopled the child's life in ancient times or even in the extended family of the late nineteenth century.

It is ironic that this should have occurred just at the moment when children were discovered to be human beings. Until the early part of this century, children were thought of as anything but children. They were "uncivilized animals," "little adults," or, in Puritan times, creatures who were especially vulnerable to possession by the devil. (And the treatment for the devil, as everyone knows, is a good beating!) Mothering itself was comparatively simple: just follow the rules--philosophic, religious, or tribal.

Then, during the 'twenties and 'thirties, doctors and educators (among them Freud and Dewey) turned their attention to childhood as something special and discovered that a child was not an animal who needed "civilizing," nor a blank screen which needed imprinting upon, nor a little adult who needed "habit training." He was, they said, a human being, different from an adult, who had special needs and growth patterns of his own. And so the pediatrician became a specialist and, shortly after him (or her), the child psychologist and the child-study expert. An enormous change took place, which was popularized for mothers by Dr. Benjamin Spock in his book *Baby and Child Care* in 1946. Children, he said, move through stages of physical and psychological development and have special needs and growth spurts at each stage. It was up to mothers, he said, to see that a child's needs were met, to encourage him to develop his own inborn natural growth plan. In spite of Spock's repeated assurances that mothers should not worry over every little cry and that a child needs limits as well as leeway, a mother was suddenly afraid of being the all-powerful creature who could stunt personality, and she had a lot of time to worry about it.

The problem of "Momism" or that of "permissiveness" should not be laid so much at the feet of Spock (or of mothers themselves) as on the fact that, at this moment in history, mothers found themselves cooped up alone with their children and the automatic dishwasher in suburban ghettos or city apartments with little else to worry about except their effect upon their children. Enter Philip Roth's Mother Portnoy and Mrs. Robinson, the mother in *The Graduate*. The devil was now out of the picture, but the witch--sometimes a well-meaning one--had returned.

Since Spock, child-development research has brought a new emphasis --this time on relationship. It no longer matters so much what you do *to* or *for* a child; it matters what you do *with* him or her. It's not the action so much as the intention and feeling that counts. In the mother-child relationship, the researchers tell us, the needs of both mother and child are equally important; because it is feelings *between* them that bring growth or regression. Don't think "baby" or "mother," think "relationship."

In short, where Spock and Co. allowed children to be human, with special needs as children and individual talents as human beings, today's child-care experts (and Spock with them) are giving mothers permission to

be human, with their own special needs and talents. Motherhood is not an identity; it is a stage of life. Children need a mother who is secure in her own individuality, her own interests; one who doesn't depend on her children for her worth.

But escaping the "house trap" is not just that simple. That abysmal result of the Industrial Revolution--the nuclear family--has got us all (men, women, and children) in its grip. It has been asked to do a job that it quite simply can't do by itself. We are going to have to re-invent community in new forms. Communal living may be one answer. Day-care centers, *not* as child dumping grounds but as broad-gauged community centers where people of all ages come to learn about human development, may be another.

For the moment, the young men are helping women and children rejoin the human race. Having relinquished some of the drive for power and achievement, fathers, for the first time in hundreds of years, begin to assume a major role in child care itself. They are not just play-pals or disciplinarians but are involved in the day-to-day care of children. With education getting longer and longer, mothers frequently work part-time to help the family while their husbands study at home and tend the baby. The reverse is true as well: men are taking jobs near a university so that their wives can finish up their B.A.'s or Ph.D's. Eventually, if we can adjust our job market to meet some of these needs (Scandinavia has already done so), each may work part-time while the other tends the home.

When work is shared between husband and wife, both at home and outside, wives gain a deeper understanding of those bad days at the office when husbands must stay late because the boss is upset or the report overdue. Fathers gain a deeper understanding of the "no-no" days of a two-year-old. With a job to give them some perspective and a different kind of fulfillment, mothers aren't apt to suffer the Sophie Portnoy worries over details and to take out their frustrations on their children. Women, as Warren T. Farrell (the only male member of the board of directors of N.O.W., National Organization for Women) has suggested, aren't so apt to need to control their husbands and children if they have the freedom to control certain areas of their own lives.

The hang-up in reaching this scheme of things lies in America's (and most of Western Europe's) rigid myths about masculine and feminine roles. So long as Papa's role is seen primarily as breadwinner, he is trapped with driving himself higher and higher up the achievement ladder. More money equals more masculine. More aggressive equals more masculine. More daring equals more masculine. Being logical and "tough," having power over others, and having high performance in sport or profession have become the masculine goals.

But who needs them? They're exhausting for the men, may cause anxiety and early-age heart attacks. Women and children don't need to be overpowered for protection nor used as a support to reach a "higher goal." (We don't need to conquer any more countries.) Young boys don't need to be more aggressive; they need to learn how to avoid fights--not prove their masculinity. *Machismo* only kills teen-agers in speeding

cars or forces small boys to climb to the tops of trees beyond their skill.

Isn't it time that the sexes gave each other permission to be human? Surely individual differences are greater than sexual ones. There are undoubtedly many women who are happier *not* pursuing careers. But, as Brigid Brophy points out, that's only part of the truth. The whole truth is that there are many *people* who would be happy not having careers. Women may be uniquely suited to childbearing, but there is no proof that they are uniquely suited to child-rearing. Many fathers have a lot more talent for that job than their wives. And some women have a lot more talent for politics or making money than their husbands. And even if we go along with psychoanalyst Erik Erikson's theory of woman's unique perspective from "inner space" and her capacity to nurture, it is he who urges woman to bring her "ethically restraining power into politics" and "assume her share of leadership in fateful human affairs."

If women are allowed to enter the wider "objective" world, men should be allowed the pleasures of the more intimate "subjective" world. We need to develop a sense of empathy in and between all of us. I am not afraid of unisex; I am afraid of inhumanity.

If we are lucky, we are coming into a period when the value of getting along with others will have a priority over competition. Instead of talking so much about masculine and feminine roles as things that are alien and different, we will talk about human roles as something in common. It will no longer be necessary for men to be "tough and impersonal" and women "soft and personal." Both will give each other permission to be courageous and compassionate with a reverence for life. And both will give each other days when it's all right to be weak and inept, when it's all right to be human.

THE LIBERATED FAMILY: EVERYONE GAINS

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Life must have been easy in a static society. People did not concern themselves with new life styles, new attitudes toward families, or questions of status and role. These were well defined for all, in a predictable but rather dull existence. The man went to work, the wife stayed home and took care of the house and children, and no one questioned this arrangement.

Our family is not living that kind of a life, with the result that every member of the family stands out as an individual. Our life style may seem more hectic and less secure on the surface, but the rewards are far greater than the problems.

My wife not only works full time teaching in a university, but spends a great deal of time with executive work in a local political organization. This is quite different from the role of a "working wife" who is a nonprofessional woman working an eight-hour day with few outside obligations. I am an agricultural economist at a community college, serve as an elected public official, act as a consultant, and am active in state and national professional organizations. Our family includes two sons, aged 17 and 16, and a 13-year-old daughter.

We Chose a Changed Life Style

A changed life style does not just happen. We choose it. Obviously, some shifts in the duties and responsibilities of both husband and wife will follow.

The key to the change in roles would seem to be the attitude of the husband. First, he has to discard the old concept that the wife is an extension of the husband's identity. She must be Jane Doe rather than Mrs. John Doe. In observing other couples and families, we see that it is much easier for the wife to be liberated in a family in which the husband and wife have relatively equal education.

To make the system work, the husband cannot embrace the old traditional view of manhood, in which he is a throw-back to the hunter and food provider, resting while the wife sweeps the cave, gathers the wood, cuts and cooks the meat, and tends the children. In brief, any male who wishes to cling to the stereotyped "he-man" image is in trouble.

When the family is liberated, the husband might actually find that he enjoys a chance for new expression in a role he may previously have disdained. More specifically, he will find out that he can take pride in doing a good job with his wash-and-wear shirts, preparing a whole meal (roasts, baked potatoes, and frozen vegetables are easy), and

turning out a quite acceptable apple or rhubarb pie. The kids will usually like his cooking, probably because kids are always hungry.

Children in a Liberated Household

The response of children in a liberated household is interesting. The girls feel free to express themselves in new ways and do not try to live up to the "sugar and spice" image, which was never honest in the first place. The boys are not pressured to be football heroes, and are able to pursue interests that they can share with their sisters, building a greater empathy with siblings of both sexes. Both boys and girls can now be assigned tasks in garden or home, with no hang-ups as to whether it is a proper assignment. In other words, sexual division of labor is minimized.

Family activities tend to take on a certain pattern in a liberated household. The planning of vacations is more difficult only from a standpoint of scheduling, since time off from the job of both parents has to coincide. With two busy parents, the emphasis is on quality rather than quantity of time spent with each other and with the kids. Canoeing, hiking, camping, and nature photography are great family activities. Sex makes no difference, whether it is a child or an adult doing the cooking, tent-pitching, or other chores. Another advantage of shared activities such as camping (and I do not mean "ersatz" camping with suburbia moved out of doors) is the option of the whole crew going hiking, canoeing, rock hunting, or exercising the freedom for one of the kids to go fishing and others to go canoeing, to read, or to take pictures. It need not follow that the father pitches the tent and guides the canoe, the mother does the cooking, and the kids run around and fall in the water.

Acceptance of Variations Important

Any husband and father in a liberated household must be able to pleasantly defend his family's life style, since there are many in his socio-economic group that regard any variation in life style as a violation of sacred norms. If his son likes to wear his hair long, he might not only accept it, but give approval. If his daughter regards football games and cheerleading as "Mickey Mouse," this must also receive acceptance. Full acceptance of variations usually leaves parent and child free to concentrate on the truly significant moral and ethical values. Too often we equate outward trappings of "propriety" with moral types. Not so. Kids that are allowed to verbalize their doubts about what is valid and what is not valid will do a better job of preparing for a dynamic society.

To assume that husband and wife in a liberated family will always agree on social, political, and economic policy is quite naive. The significant ingredient is not for one to mirror the other, but to respect differences and to defend the right to be different. This type of flak is not uncommon: "Your wife voted for that guy! Can't you control your wife's vote?" The supportive husband will usually respond by saying that his wife has full right of self-expression, that she is an individual with right of determination. This is sometimes hard to

explain to a man with a "love, honor, and obey," rather than a "love, honor, and cherish" orientation.

Much of the problem in a man's advocacy of women's liberation is a matter of communication with his peers. The very term "women's lib" conjures up all kinds of images to different people. These images are generally negative and include the hard-as-steel type that will emotionally and psychologically emasculate the male, the women who participate in the burning of bras, those who hit men on the heads with placards, and/or make plans for taking over the Teamsters Union.

The real goals of women's liberation seem to be quite consistent with the ideals of Jefferson and other founding fathers of our republic. It makes a great deal of sense to me that a woman of great talent should rise in the world of work along with a man of similar ability. Equal pay for equal work is hardly a revolutionary idea, nor is equal opportunity.

However, I do have a criticism of some members of women's liberation movements who use a negative approach, tending to downgrade men in general, rather than stressing the positive merits of woman's equal place in society. We must recall that every minority group (if women can be called a minority, since they outnumber men) has moved ahead with help from the majority group. The franchise in 1920 came about through cooperation of women and men. Real progress in civil rights involves the work of both minority and majority. Threats rarely bring about lasting cooperation, but appeals to decency, morality and a sense of fair play frequently do.

Benefits From the Liberation of Women

Full liberation of women should accomplish two distinct benefits. It will give each woman the self-image she deserves. It will also increase the productivity of the socio-economic system by fully utilizing the talent of all people.

Both men and women would enjoy the fruits of an enhancement of the self-image of women. It is much easier to live with people who are reasonably content with their status, since there is less effort in being gracious and generous when one feels secure. The personal benefit certainly outweighs the economic benefit, although one leads into the other. The self-assured woman would likely function at a more effective level in virtually all settings.

We have many historic parallels to support the concept of increased productivity. World War II clearly demonstrated the ability of women to perform well in positions previously relegated to men. The Soviet Union has encouraged the entry of women into "men's" occupations. Specifically, the U.S.S.R. has applied a bit of knowledge that we have known for some time, but have not used--that women have superior manual dexterity. They seem to be doing quite well with female surgeons, electronic technicians, and many other professions and occupations. Our main stumbling block is one of social attitude. We must start with discarding the idea that little girls should play house and play exclusively with dolls, while

little boys should play with mechanical toys and doctor's kits. If we can rid ourselves of archaic concepts of women's roles, we would benefit from women in medicine, law, architecture, mechanics, and many other fields previously dominated by men.

It is interesting to note the social and economic progress of communities that have made a concerted effort to break down the barriers of discriminatory employment. Atlanta, Georgia, is a case in point, in which the city leaders promoted a program for full utilization of all people in the labor force. Their stated reason was simply that "to move ahead, we need to use the talents of everybody." The results, though not ideal, have certainly been impressive, and clearly show the impact of attitudes put into action. The parallel to women's liberation is obvious.

The goal of all women achieving their full potential in professions and occupations is within reach only if we can bring about a full-employment economy. Unless there is a drastic change in attitudes, men will protect their jobs, particularly when jobs are scarce. The challenge comes into perspective: create an economy where there is a *need* for women to be employed at their highest possible level.

Personal Benefits in the Liberated Family

To return to a more personal observation of the career wife and husband, we note many advantages that rise above the economic gain of a double income. These are respect, understanding, and communication.

Respect becomes a two-way result. Most men have difficulty regarding the role of housewife as equal to the man's position. The woman simply comes out second best. Most reasonably secure men will look with pride upon their wife's occupational position and success.

Understanding is enhanced by mutual experience. It is difficult to relate to another's work problems if one has not had recent work experience. Both husband and wife can better understand one another as individuals in cases where their full environment is similar.

Communication is always easier where two people have a common reference. If both husband and wife have interesting work, they have interesting things to talk about. Although the primary benefit is felt by the marriage partners, the children cannot fail to learn a great deal about the adult world. With work situations being verbalized, the children will likely gain a greater insight into the joys and pitfalls of the life for which they must prepare.

It all boils down to this: Everyone gains when women, men, and children are allowed to enjoy their full potential.

MY MALE LIBERATION

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On two other occasions I sat down to write this article; both were false starts. The first time what emerged was an impersonal and academic dissertation (an occupational hazard for a graduate student) about the origins and functions of sexual stereotypes (for example, husbands treat wives as inferior beings to compensate for similar treatment that most husbands get at work from bosses, foremen, and other "superiors," while the whole massive process works to maintain the status quo). The second time I ended up with a polemic against the institutions, school is one, that shape boys into "men."

The third time around--forgive me for being slow--I realized that to make my words on male liberation meaningful I must dig into myself and come up with a few specifics on how liberation from sexism works for me. "Digging into" one's self is a liberating pursuit for a man, and not very easy.

Liberation from sexism is a personal process of "becoming" that demands value judgments be made, with humaneness as the standard. The question is what enhances my humanity and what inhibits it? I have come to realize that what is good for men is good for women. Stereotyping behavior as masculine or feminine is lying and cheating.

The traditional stereotypes taught me that women are emotional and weak and that men are strong and rational. As I became a man--a "real man" by social standards--I became crippled emotionally. I "lost touch" with myself. Of course, at the time I did not realize what was happening to me. I took for granted that since I had girlfriends and could sell myself for a decent sum in the job market, everything was fine and that I was well on my way to being "successful."

But in an emotional situation I used to blank out--a dead film would spread over my eyes and rigor mortis would set into my entire musculature. Silent, indeed I was. But strong, not at all, merely rigid. Perhaps I was an extreme case, but I doubt it. I am just being honest with myself and on paper.

I am working at overcoming this emotional crippling. I try to "reach out" with empathy to others. I try to know myself by getting back "in touch." And I am working at becoming sensitive to beauty, even though the male stereotype taught me that expressing emotion or dallying over a rose in full bloom is feminine, that it is good for a woman, unacceptable for a man. Hogwash!

I am different. It is obvious from the lack of a national Male Liberation movement that mine are minority views. Just as the liberated woman's personality takes on a new, exciting, different dimension, so

too does the liberated man's. This is fine with me. I think ideas like mine will become more widespread in the future and that behavior manifesting these ideas is and will be a guide for others.

In one particular relationship I want my behavior to be a guide, and that is the relationship I have with my two-year-old son. From the day my wife told me she was pregnant I resolved to be a father to my child in more than just the biological sense, and not just be the strong silent type who earns the money (my wife earns half our income anyway) and comes home at 5 o'clock. My resolve has paid off in an enormously gratifying relationship--but the kind of relationship between father and child that I do not run across very often. Adam and I are father and son, teacher and learner, friend and friend, and learner and teacher.

I fed him before he could feed himself; I diaper him, dress him, and comfort him. I am not the helpless male who stands by while mama prepares the food or stops the crying. I have an equal role in organizing and administering Adam's life. I understand him and I am close to him.

And I learn from Adam. In him I see complete spontaneity and freedom. I see total emotional expression. Monkey see, monkey do. It can work both ways.

All this is a matter of attitude. I do not think that dealing with soiled diapers and screaming babies is "woman's work." I think that tending to the entire bundle of a child's needs is the responsibility of both parents, that it is life giving and humanizing to both, and certainly healthy for a family relationship. We are not a series of twosomes: mother and father, mother and baby, or a shaky father and baby, usually accompanied by mother as "middlewoman." We are mother, father, baby--Beverly, Gary, Adam.

Beverly and I cannot censor what we consider harmful influences out of Adam's life forever. But while we can, we avoid books, people, TV shows, etc., that teach sexism and stereotyped roles. This is not "over protecting" Adam--just the opposite. Sooner or later he will be exposed to bad influences, but at a time when he is discriminating enough to contrast sexist values (that is, attitudes and behavior that maintain the masculine-feminine status quo) from the human values we teach and live.

I want Adam to develop his full human potential, and not be "protected" from experiencing so much by a suffocating "male role." I do not want to suffocate either.

ISSUES EMERGING FROM THE WOMEN'S RIGHTS MOVEMENT AND THEIR IMPLICATIONS
FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

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EDITOR'S NOTE: The following article was originally presented as a speech by Dr. Willers at the U.S. Office of Education Regional Seminar/Workshops on Women in the World of Work conducted by the Technical Education Research Centers in Regions III, IV, and V. These were held June 11-13, 1972 in Wilmington, Delaware; October 22-24, 1972 in Raleigh, North Carolina; and October 29-31, 1972 in Chicago, Illinois, respectively. The ILLINOIS TEACHER is grateful to the Technical Education Research Centers for permission to publish Dr. Willers' article.

The desire of a man for a woman is not directed at her because she is a human being, but because she is a woman. That she is a human being is of no concern to him.

--Immanuel Kant (1724-1804)

By all means marry; if you get a good wife, you'll become happy; if you get a bad one, you'll become a philosopher.

--Socrates (c. 470-339 B.C.)

Employment is nature's physician, and is essential to human happiness.

--Galen (c. 130-c. 200)

How happy the life unembarrassed by the care of business.

--Publilius Syrus, Maxim 725

From an earlier time, before we ever dreamed of the delights and degradations of X-rated movies, swingers, and groupies, I remember a thought-provoking line from "Blue Moon." As I recall the story, the single father, though quite a middle-aged gay blade himself, asked his teenage daughter whether she must always be so preoccupied with sex. "Better to be *preoccupied*," she responded, "than *occupied*!"

Our culture is shot through and through with a preoccupation with sex. To everything we assign a gender. To every reality there clings some symbolic sexual meaning. Not just animals and plants have sex, but also colors, foods, occupations, social roles, songs, objects of art, furniture, decorations, cigarettes, clothes, areas of study, books and magazines, vehicles, businesses, social institutions and services,

houses and buildings, words, and on and on and on. Even the statement, "Better to be preoccupied with sex than occupied," is female. For in our sex-distracted society, men possess, and women take in boarders.

Women's Movement Responds

It is to the discriminations emerging from such attitudes and our preoccupation with sex that the women's rights movement is counter-responding. The civil rights movement demonstrated how to bring political and economic pressures to bear on needed social changes. But it also convinced women in the movement that male-dominated leadership subordinated them and kept them from sharing decisions and making effective contributions.

Women caucuses followed at national civil rights conventions, and this tactic soon spread to professional organizations and educational institutions to call attention to the inequalities of women in general, regardless of race, creed, color or national origin.

By the late Sixties a large number of women from all walks of life, but mainly young, were voicing their grievances against a sexist society. When these grievances became demands in the form of social action against established inequalities, the mass media provided sensational attraction, and the discontent became a national movement--Women's Lib.

The Ideology of Feminism

The ideology of feminism is difficult to systematize. Indeed, its tenets are still in the formative stage, but perhaps the following will suffice for our purposes:

1. The economic and political opportunities for women are not to be limited by socially defined expectations and conventions, but women are to be free to choose their own life-styles, purposes, and social roles.
2. Stereotypes and myths about women which curtail their human development and socio-economic advancement are to be struck down.
3. The male-domination of social, political, economic, and educational systems is to be replaced with women's equality with men and a recognition of female potentials and contributions to the general welfare.
4. Subtle, even subliminal, negative influences on the female self-concept which lower her aspirations and internalize negative appraisals of her sex must be eliminated from all forms of the social process.

A History of Educational Discrimination

That the Women's Lib movement should readily identify with efforts of educational reform is no mystery. The educational establishment has itself for 2500 years or more engaged pre-eminently in subjugating

women, inadvertently if not deliberately, and subjecting their intellectual and economic roles to supposed male superiorities.

Plato did advocate the same education for both males and females, and asserted the rights of women to share equally in all public duties, including military defense (*Republic*, iv. 445ff). But only two women that we know of (Lastheneia of Mantinea and Axiothea of Phlius) ever attended the *Akademia*, and even then only if dressed in male attire.

In practice, the women of Hellas were segregated nonentities with no influence on their sons who soon learned to dissociate from family life. Education in most Hellenic States excluded girls and women altogether. According to Perikles, the duty of an Athenian woman was to retire completely from life lest her name be spoken in praise or blame among men (Thucydides, ii. 45.4). Xenophon explains that the gods have made women weaker than men; therefore, Heaven has established a division of labor between husbands who manage everything outdoors and wives who manage everything indoors.

Weaving and cooking were the only two provinces known to either Plato or Xenophon in which Hellenic women, raised with no idea of earning their own living, could achieve. Marriages, of course, were arranged between the parents and the bridegroom; and wives, continuing their indoor life of childhood, were allowed neither formal education nor opportunities to engage in public service.

For Aristotle, similarly, the purpose of a woman was to gratify her spouse, who was, of course, the complete and absolute lord of the whole connubial domain. To obey and please him and to bear him healthy successors was the essence of her function. What finer social arrangement could be defined than that in which at least half the population, regardless of race, economic status or political power, could realize the psychological advantages of feeling superior to the other half?

The Western world's stream of cultural input from Judaism through Christendom could have hardly mixed more easily with that of Greece and Rome. The doctrines of original depravity and universal sin were at least mitigated, for men at any rate, by the myth that it all started with a woman. And St. Paul set for the ages the rules of discrimination against women: they are in all things to be in subjection to their husbands and not to talk in church.

Augustine expressed amazement that God should have created women at all, and by the end of the sixteenth century the Wittenberg faculty were debating whether or not women could be considered human beings. At least the question had finally been raised.

For the modern world, Rousseau (1712-1778) established the principles of the social roles and education of women on the basis that they were "made specially to please men." His ultimate rule was "always follow the indications of nature" which dictate "that men and women neither are nor ought to be constituted alike either in character or in temperament," so that "they ought not to receive the same education" or "be employed in the same operations . . ." (*Emile*, edited by Archer, 218f).

Rousseau doubted the feasibility of women moving easily from family hearth to be buffeted by weather, work and war. Throughout the ages this argument has flourished under the guise of male protection of female gentleness, and women in the past, like most today, have not always been hesitant in accepting the economic security and the domestic tranquility that male chauvinism provides.

The historical and cultural account of the educational and economic deprivation of women on the sole basis of sex could go on to include Nietzsche and Freud. But my purpose is merely to give some credence to the thesis that the aims of the women's rights movement are inexorably tied to institutionalized inequalities, especially as they are revealed in the family and educational system. To some considerable extent, therefore, the equality of women's rights is contingent not only upon changes in the world of work, but also upon changes in these two primary social institutions, and most particularly education as it controls the opportunities for career preparation and entry.

Educational Inequality

Two major areas of educational inequality must be added to the dismal history of discrimination against women. First, there is the second-rate status vocational training and career preparation for useful occupations has always suffered in formal educational systems. Despite its characteristic work ethic and the American pragmatic orientation, our Western world has never fully recovered from the snobbish Greek attitude toward vocations, trades and handicrafts. All such occupations deprive the male citizen of leisure time necessary, as Aristotle put it, "both for the development of virtue and the performance of political duties" (*Politics*, VIII, 1). Thus, work was equated with both slavery and immorality.

Late in the fourth century A.D., Martianus Capella defined the limits of the medieval curriculum to seven liberal arts, including only those that would interest celestial and spiritual beings, thereby excluding medicine, architecture and the physical and mechanical sciences.

More encompassing are the newer realizations that students as a whole comprise a class of slaves, that teachers are the twentieth century counterparts of the nineteenth century slave-owners, and that schools in general are operated as eighteenth century work houses or poverty prisons to keep youth in their place. As Jerry Farber has said, "Students are niggers." And teachers who show a personal regard for these slaves are "niggerlovers." Nigger-slave-students must utilize separate and unequal dining facilities and toilets. They are denied the use of certain rooms, buildings and campus facilities. In the town where I live, local ordinances restrict university students from living in certain zoned residential districts. As "niggers," students across the land of the free have no effective voice in the decisions which affect their educational aims, the quality of instruction or the curriculum requirements. Whatever the level, education reflects a master-slave relationship, and "learning" is based on respect for unquestioned authority.

These, then, are the areas of our immediate concern: (1) the inequality of rights of women on account of sex, (2) the enslavement of students in educational institutions which serve as prisons to keep them in line, and (3) a biased curriculum that fosters prejudice against vocational preparation relevant to contemporary needs and useful career skills. These concerns converge at the focal point of career education of women for vocational-technical occupations. If one happens to be a female student in a career education program, or in need or want of practical vocational training or technical education, she stands at the end of the funnel into which much of the inequality of our present society is poured.

And, again, if she happens to be black, red, yellow, or brown, and all of the injustices due to racial discrimination are added, this woman incorporates the frustrations and feelings of inferiority revealed by the instability and discontent within our aimless, violent society.

Males, Keep Out!

One is impressed with the fact that the black civil rights movement has been, and to a lesser degree remains, a movement not only of blacks but of whites as well. On the other hand, the women's rights movement appears to be for the most part a movement of females into which a male moves only with some justifiable trepidation--especially a male teacher of teachers, like myself, whose classes are eighty percent female. But then there are the males--come-lately of the Ashley Montague-type who either have it made in a world of male jingoism and therefore no longer feel the need to compete, or who possess some compassion for "underdogs" and "losers" which enables them to continue to feel superior in their profitable, sustaining struggle for the political and economic rights of the subjected sex. After all, it is not the superior who enlist the help of the inferior, but the other way around.

Such attitudes have kept the women's rights movement a movement not only *for* women but, as I have said, for the most part, a movement *of* women. And by design, at that. For the very establishment of a movement, re-affirming the subjugated roles and status of women, ironically thereby contravenes its own purposes.

At least one of the major aims of the Women's Liberation movement is to heighten the consciousness of women themselves to the inferior social and educational roles they play in a society that continues to assume the myth of female intellectual and biological inferiority. Thus, in educational circles, "many women who are committed to women's studies . . . are concerned that the [male-dominated] universities will coopt women's studies and offer token courses that are non-controversial and meaningless" (Trecker, 92). The control of such studies and information about them are, therefore, best kept in the hands of women. After all, it may be argued, a women's rights movement would not really be needed if men could be trusted not to dominate its control and direction.

At a recent female caucus in Birmingham, a handful of men were asked to leave and "go bake cakes" for the movement's cause. "There seems to be a positive correlation between a program's commitment to

action and a desire on the part of its female participants to exclude males. However, even within the radical wing we find many divergent attitudes, ranging from a willingness to work closely with men to a view of man as the enemy from whom power must be wrested" (Somerville, 36).

Women are awaking to the necessity of speaking for themselves. As long as they call upon the men to do their talking--and thereby apparently their thinking as well--the movement towards equal women's rights will not progress far. Therefore, though tempted to rely on the greater political and economic power of men to further their cause of a nonsexist society, the women have refrained lest they achieve an even more male-dominated society. Oppressors cannot speak for the oppressed.

The Economics of Feminism

The American consciousness of the second-class citizenship of minorities has risen appreciably in the past twenty years. Yet the status of women in America--comprising a majority of fifty-one percent of our nation's population--remains as inferior as that of any minority (*Time*, August, 1970). Females make up one-third of the work force; forty-two percent of the women sixteen or older are working. Yet more women are living in poverty than men.

The median salary for full-time workers in 1968 was only \$4,580 for white females compared to \$7,870 for white males, and \$3,487 for nonwhite females compared to \$5,314 for nonwhite males. Ironically, in our sexist society, despite its racism, white women earn less on the average than nonwhite men. Women constitute only nine percent of the professions. Data from the Research Division of the National Education Association show that 85 percent of all elementary classroom teachers are women, but only thirty percent of the teaching principals and nineteen percent of the nonteaching principals are female. At the high school level, only three percent of the principals are women. And according to the American Association of School Administrators, "among the 14,000 people holding the top public school positions as superintendents, fewer than 1 percent are women" (Friedan, 18).

Furthermore, women's gains in job status, education and earning power, when compared with men's, are shown to be actual losses. For example, between 1940 and 1966, professional women decreased about one-tenth while female clericals increased about one-third (Culligan, 25f).

Come Up and Listen to My Stereo-type

These economic considerations are the conventional criteria for inequality. But the gap between human rights and women's reality is not just economic. It is psychic as well. Inequality also produces feelings of inferiority which generate self-hate and anger. Feelings of inadequacy, more than poverty, account for increasingly higher rates in delinquency, crime, violence and, of course, political protest.

The women's rights movement is calling the attention of educators to "the importance of a woman's acquisition of a sense of herself as an

independent, vigorous, and forceful being beyond her role as wife and mother" (Crawford, 19). Dr. Benjamin Spock claims that one "potent reason why girls and young women shy away from a commitment to a career is that they've been persuaded they don't have what it takes" (Spock, 50). For this self-demeaning attitude the schools are in major part responsible by virtue of their uncritical re-inforcement of unquestioned female stereotypes which foster inadequate self-concepts among girls and women.

Sophomore anthropology students, even the females, know that symbols of femininity and masculinity vary from culture to culture and from age to age. The so-called "feminine traits" of modern Western society have been observed as "male traits" in other cultures, so that it is senseless to assume that females have a monopoly on subjectivity, passivity, intuitiveness, or aesthetic sensitivity. Or that aggressiveness, courage, logic, and inventiveness belong exclusively or even mainly to the gender male. Psychologists and sociologists are in general agreement that traits of gender are merely the responses we make in trying to live up to the expectations of our social situation.

Sexual roles are, therefore, mere social conventions. They are learned, not given. They are man-made, culturally derived, without divine sanctions, varying from place to place and from time to time. What man has put together, let no false god defend!

Yet in our present society, and especially in the schools, stereotypes according to sex are rampant. Boys are taught to despise or acquiesce to girls for their physical weakness. Female sensitivity and gentleness are equated with softness and lack of initiative and intelligence. Stereotypical sex roles mold women to be decorative, passive, supportive and powerless in a world they see as beyond their control.

The Educational Climate Is Male

Feminists are concerned about the climate of education that defines social roles according to gender. They are seeking to create an alternative to sexist education by heightening the consciousness of teachers and administrators and by providing resources and tools for a nonsexist curriculum. Here are just a few of the ways educators uncritically reinforce prejudices based solely on sex:

1. Teachers have different sets of expectations for boys and girls.
2. Educators expect boys to be more physically aggressive and competitive than girls.
3. Teachers motivate boys by indicating how things work, but girls are subtly led to remain passive or engage only in ornamental activities. Thus, teaching styles and teacher-student relationships differ from boys to girls.
4. The education of girls directs them toward an aesthetic sensitivity, but boys are led to be aware of scientific principles.
5. Sex-role stereotyping in most learning situations is unquestioned.

6. When the physical integrity of female students is violated by male students, the girls both feel guilty and are held to blame.

But how can we hold the schools accountable for promoting feelings of inferiority due to sex-role stereotyping? Aren't the schools charged with transmitting and conserving, passively reflecting without distortion, the values of our society and the truths of our cultural heritage? From this myth the schools need liberation every bit as much as women need liberation from fixed, stereotyped social and sexual roles.

The school is dynamic, critical, questioning--at least to the extent we allow growing, learning children to be curious, inventive, demanding and creative. Perhaps this is why so much criticism can be justly placed upon our schools today: because in the social service role of reflecting existing society and maintaining the status quo, educators are afraid to let students doubt, question, reject, discover, learn and recreate.

But as long as we keep putting kids in boxes called schools, to shut them out of society, to keep them quiet, complacent, conforming, to keep them unthreateningly in their "place," they will continue to invent ingenious ways of breaking out. The schools, composed mainly of risk-taking, question-popping, authority-testing minds, and only incidentally of self-serving snobs, rule-writing wenches, and academic eunuchs--the school, I say, will and must also respond critically to whatever social rubbish it reflects--whether racism or sexism.

School Is the Conscience of Society

Whether we like it or not, the school is more than a mirror of reality; it is the conscience of our society. In this sense, the schools carry a heavy burden of the responsibility for injustice, inequality, bigotry and arbitrary authoritarianism. It is a burden now shouldered mainly by the young, the disenfranchised, the unintimidated, the unestablished--the ones who have not got it made, doubt their chances of ever making it, question the worth of making it if institutional rewards are given only for acquiescence and can be gained only by selling one's own soul. But it is a responsibility that we all share, and a burden that all should bear.

The shame is not that the schools unwittingly re-inforce stereotyped sex-roles, but that we educators have been pre-eminently successful without really trying, but at the cost of containing curiosity and curtailing creativity. Why is it that the schools readily succeed in teaching those matters we teach without deliberation but grossly fail in most of our conscious efforts? "Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in" (Howe, 77). But schools are more to blame than any other social function or institution for this subtle form of dehumanization, for schools exist for the expressed, deliberate purpose of teaching.

Sexual Stereotyping in the School

Children learn sexual stereotypes at an early age, and by the age

of eight or nine, they "have already gotten the message that only certain choices are available, and that these choices are based on sex" (Harrison, 16). For instance, "girls are not expected to have work identity other than as servants or helpers . . . the books that school-girls read prepare them early for the goal of marriage, hardly ever for work, and never for independence" (Howe, 92).

In nurseries and kindergartens and elementary schools, carpentry tools, heavy building materials and jungle gyms can be found in one section of the classroom to which boys are steered. In another separate part of the classroom, one is likely to find dolls, homemaking equipment, dishes, dainty costumes, and a mock-up of mother's kitchen. Rarely is one of the boys observed moving toward that side of the room reserved for the girls. He learns quickly and easily that there is less value in that direction. When girls make an attempt to invade the male domain, they are intimidated and shut out. For most children, crossing this invisible but nevertheless real barrier between "male things" and "female things" can be an emotional impossibility.

In most secondary schools, only an exceptional girl will ask to be admitted to an industrial arts course, and if she does, she may not be encouraged to participate. Girls are usually channeled into homemaking courses; boys, into industrial arts. Yet in our technological society, where each sex is expected to fulfill multiples roles, girls surely need to develop competence in industrial arts and other forms of career education, and boys need to acquire knowledge of nutrition, family life, and homemaking skills (McLure, 33f).¹

It is unfortunate that many schools encourage the mystique that in order to be truly feminine one must remain ignorant of mechanical and technical studies. Daily classroom activities give boys the opportunity to operate electrical devices and mechanical equipment. But a girl seldom has the opportunity to learn how to work with such tools, and the school, despite its massive failures in other directions, quickly and easily teaches girls not to volunteer for "man's work" in a "man's world."

The teacher who reluctantly permits a girl to sign up for shop, but makes it clear the course is not lady-like; the math book which shows Susie measuring ingredients for a cake while Johnny builds a rocket; the committee which awards more scholarships to boys than to girls (girls may marry and not "use" their education) are all examples of stereotyped thinking about male/female roles . . . (Koontz, 26).²

If vocational counselors and career educators wait until the youth are at the stage of firming up their first vocational and professional education decisions before combating the prejudices of sex-role

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²Reprinted with permission from *Today's Education*, Vol. 60, No. 3 (March, 1971).

stereotyping, it will be too late to encourage girls to fulfill their repressed aspirations to become foresters, veterinarians, architects or engineers, etc. Assuming that male roles are also stereotyped and that men as well as women need liberation, it will also be too late by then to teach boys that home decoration, clothing design, nursing, even teaching are not lacking in masculinity. These realizations give further credence to the notion that career education must encompass the entire life of the individual--the early years when values are being formed as well as the later years when career directions are in flux.

Can We Break Free of Stereotypes?

One of the greatest demands on and challenges to our schools and the society as a whole is to break free of stereotypes that oversimplify or overgeneralize an uncritical attitude toward any one, any race, any issue, any institution or event. The aim of education is to free ourselves and our students from rigid thought patterns. In helping students to overcome stereotyped judgments of sex roles, occupations and career images, we promote democratic ideals in the schools as well as the highest aims of education.

Taking the status of working women as it now exists, the schools distort reality "by a patriarchal attitude about who *should* work and the maleness of work" (Howe, 93). Career educators can and should develop new curricular resources at all learning levels that do not through ignorance or thoughtlessness reinforce sexist standards and sex-role stereotypes. Vocational counselors particularly will have to be re-educated and disindoctrinated through in-service remedial programs. Vocational programs must be de-stereotyped from top to bottom.

Wanted: An Adequate Female Image

Besides the process of reinforcing stereotyped sex roles, the schools reflect sexism in our society by failing to provide adequate female images for self-identification. Girls see male images far more often in school experiences, reference materials and the curriculum in general. For instance, males are far more likely to hold leading character roles in the literature of the schools. In children's books, the male characters are forceful, successful, and competent; but study after study has verified that female characters are inept, lost, merely supportive, and insecure.

In history textbooks an awareness and appreciation for the contributions and achievements of women in the past is noticeably missing. More often than not history is taught as a succession of great men. Of course, it might be slightly acknowledged that behind each of these great men was also a great woman--or more than likely a series of great women. But the women are always kept in their rightful place--behind the men who make history and control the destinies of nations--and of women. The antifeminists who, of course, are not always male, argue that history should be taught as a process, not as a succession of great men or great women. But the angry retort of the feminists is that men have their heroes, and that women, too, need historical models to admire, to emulate, and to give them a sense of identity. In other words, the

masculinist version of history is no better for females than studies which neglect the historical and contemporary contributions of blacks are adequate for Negroes.

We are living, then, in a period of educational history in which compensatory efforts such as black studies and women studies are needed and appropriate. In the long-run, however, once compensation has been made, once historical and sex images have been corrected, such studies themselves could become vicious distortions of reality. The safest way to study children is to study them in all their varied roles, beyond the school, living and working with adults. There is no black history *per se* apart from the history of other races any more than there is white history that ignores the cultural roots of the blacks. By the same token, both women and men must sooner or later learn to study women not just as women but as human beings who live and work, fail and succeed with men, and often not much unlike men.

But vocational-technical courses are often labeled "Especially for Girls" and "Especially for Boys." In one Alabama school system there is a course titled "Bachelor Homemaking" as if these skills vary from one sex to the other. The fact that the course was provided especially and even solely for boys because they either refused or were not allowed to enroll in what we may now facetiously call "Old Maid Home Economics," is an even worse commentary on our sexist schools and society.

Science can point to no conclusive evidence that sex alone accounts for intellectual differences among males and females. Yet by the time girls reach high school, in general they have fewer and lower aspirations for career success. Counselors and teachers reaffirm this sly socialization process by warning young women of the insurmountable difficulties to be faced in occupations other than homemaking, secretarial, nursing, or teaching. While such warnings about the sexist orientation of our society are in order, such inequalities and restrictions should not go unquestioned. Otherwise, it is not difficult to see how such unexamined discriminations will cause a woman to doubt her own worth and capabilities.

Girls, while probably not inherently more intelligent than boys, are demonstrably better early learners. Since this advantage is wiped out by the time of high school, can we assume anything other than that girls are socialized early to suppress intelligence?

As a student and teacher of philosophy of education, I believe wholeheartedly that there is far more to being a good teacher than knowing what to teach and having a command of skills to motivate, discipline, instruct and evaluate--even though these concerns are the heart of almost every teacher education program. Beyond knowing *what* is to be taught (though I would not advocate that the teacher must know beforehand all that the students might learn) and beyond knowing *how* to teach, there are the philosophical issues of reality, truth and goodness in which every teacher is constantly involved. When is something truly known, or worth knowing? What is the function of human intelligence? What does it mean to be human? What kind of society should we be building for the future? On what grounds does behavior become a discipline problem? By what criteria shall we evaluate learning success? Should

we educate the self or the citizen or both? What justifies including a body of knowledge or a skill in the curriculum?

These are theoretical problems that are never fully resolved but only approached through the logical methods of philosophical speculation, inquiry, criticism and analysis.

Unwanted: Dumb But Beautiful Blondes

Now I teach mainly young female undergraduate future teachers. About eighty percent of my classes are young ladies who will shortly join the ranks of elementary teachers, eighty-five percent of whom are females, and secondary teachers, about half of whom are also females. The greater part of classroom teachers are females. And we are saying that teaching as a profession--not a classroom operation or a babysitting chore or just a technical skill--is fundamentally a matter of approaching unresolvable philosophical issues through logical reasoning and intellectual speculation. But my female students were thoroughly convinced about a decade ago that they cannot by reason of inherent inferiority and intellectual ineptitude think logically. Already instilled in their system of values is the notion that intelligence is a male prerogative not to be assumed by females in a society that believes in the separation of beauty and brains and in the morality of early marriage and motherhood, and concomitantly the immorality of female professionalism.

Forever I am getting excuses like these:

"All I want to do is teach kindergarten."

"I've never been expected to think for myself."

"But I'm a home-ec major, and I'm not going to have to teach things like that."

"When I get my husband through med school, I'll quite teaching anyway and have some kids of my own."

"Daddy doesn't think I ought to be asking these sorts of questions."

"Your principal tells you what to do anyway; you can't change the way things are."

And these young ladies, with all their charm and poise, intend to guide the intellectual and emotional development of real human beings like your children and mine! How can they help but reaffirm their own feelings of inferiority and inadequacy in the minds of young girls and ladies whom they will convince of their intellectual uselessness.

And with the young men--as few as there are, especially in elementary and early childhood education--it is just as bad or worse:

"Look, I'm gonna be a shop instructor--why do I need history or literature or anything like that to teach people shop?"

"Who cares where values come from anyhow, as long as the backs are fast, the line is tough, and the pep squad is sexy?"

Can Teaching Be Revitalized?

Not until these values are reconsidered can we hope to revitalize the teaching that goes on in our schools. And these values are not likely to be seriously questioned unless stereotyped social and sex-roles are disavowed, and girls are given an even chance of developing concepts and models of feminine intelligence. At this juncture, the aims of the women's liberation movement become the hope of educational reform, given the vast, pervasive influence of women upon our schools and children. Until women have equal rights to think, to engage in critical inquiry, to logically evaluate, to rationally speculate, we will continue to fill the American classrooms with women and men teachers who convince their future counterparts that women, many of whom will be the teachers of tomorrow, simply cannot think straight.

Career education, vocation and profession are all aimed toward "success," whatever that may mean for any student or worker, male or female, in his or her time and situation. Psychology teaches rightly that girls and women, as well as boys and men, fear failure in our success-oriented culture. But in our society, *females fear not only failure; they also fear success*. For in the male-dominated society, success for the girl or woman implies that she has incorporated qualities reserved for boys and men. Thus, educational and career success may very likely cause the female in a man's world to doubt her own femininity as well as her intelligence. To redeem females, children and adults alike, from the perplexities and bewilderment of this double jeopardy--the fear of failure and the fear of success--must be one of the major goals of career education.

The equalization of hiring practices and career opportunities for adult women is not enough. The idea of female equality must be nurtured in both boys and girls at an early age. The essence of the problem amplified by Women's Lib is not only in reshaping social forces and working conditions that contribute to inequality for women but in developing the basis for adequate female self-concept (McLure, 35). In this objective, the boys and men at school and at work have as much if not more to gain than the females themselves.

The Demands for Equal Rights--NOW

Betty Friedan, who served as consultant to the President's Commission on the Status of Women, warns school board members, teachers and administrators that the schools will not eclipse the new feminist consciousness (Friedan, 16). The National Organization for Women (NOW), which she founded in 1966, is pushing for equal rights in the courts.

One mother has already gone to court to establish her daughter's right to attend a metal-working course. Of the seventeen sex-segregated vocational schools in New York City, eleven are open to males only and offer training for jobs that are generally better salaried and have strong union support. At the High School of Fashion Industries, males are barred from Women's Apparel Construction, and females cannot take Men's Clothing Design, Production Techniques or Upholstery Manufacturing.

NOW has "brought suit in federal court asking that any school board in the country receiving at least \$50,000 in federal funds and employing more than 50 persons be required to take affirmative action to insure equal opportunity to its employees regardless of sex . . ." (Friedan, 18).

For the feminist it is not enough to say that the screwdriver is just as important as the fountain pen, or that the frying pan is just as important as the screwdriver. Which tools, occupations, and social roles are more important, better, or more desirable is not the question raised by the women's liberation movement. Rather the feminist places the highest importance and the greatest value on the freedom to choose tools, skills, vocations, and social functions apart from reference to gender.

Thus, the demands of Women's Lib on local and state school boards range from sex-role typing in kindergarten to hiring and promotion discrimination against women, including the following:

- An end to all distinctions based on sex....
- The upgrading of sex education courses to include factual information on contraception and the ecological crisis of overpopulation....
- The removal of all references to "ideal" or "normal" "masculine" and "feminine" etiquette, social behavior, vocations.
- The provision of contraceptive and abortion counseling in the same way that drug and draft counseling are now in many school programs.
- The guarantee of continued education for the pregnant student, in her own school or in another if she prefers, not only during but also after her pregnancy....
- The attempt to operate some schools on a business day scheduled so that parents--and especially single parents--would not be forced to limit work opportunities....
- The establishment of committees to detect and correct all sex discrimination in the schools.³

The women's rights movement may be given much of the credit for the constitutional amendment recently approved by Congress declaring that "equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The National Education Association has already given its sanction to this amendment, but, of course, its ratification by the necessary thirty-eight states will conflict drastically with existing state legislation.

"For example, [in] California . . . husbands still control the disposition of their wives' holdings Missouri still prohibits women from working with moving machinery. New York State sets the maximum weight a woman can lift in a foundry at twenty-five pounds In four states married women must prove their 'fitness' to a court if they seek to set up their own business" (Etzioni, 31f).

³This listing is excerpted, with permission, from *The American School Board Journal*, October, 1971. Copyright 1971, the National School Boards Association. All rights reserved.

Surely, if vocational-technical and career educators are serious about equal rights for women in the world of work, especially those educators in State Departments, they will promote ratification of the Twenty-seventh Amendment by their states and fight to eliminate all sexist work laws. Men are expected to adjust themselves to ordinary work requirements and conditions or to re-train for careers more suitable to their abilities without legal pampering that overprotects and defies self-direction. Women deserve no lesser challenge.

Where Did All the Real Men Go?

The rise of the phenomenon of unisex have left many, both male and female, with fears of a society filled with emasculated men. Are such fears grounded in feelings of sexual inferiority, and, if so, what generates the fears of losing one's masculinity or femininity? Surely these are not questions that can be answered merely by noting the length of one's hair, the presence of a beard or moustache, or the style of one's clothing. There may be confusion in our society now about sex roles and how to identify one's self according to gender, or even how to affirm or verify one's sexuality. But it is nothing short of stupidity to argue that all or only "hard hats" are real men.

Sociologist Patricia Sexton argues that males are losing their manhood, and that although strong forces throughout our society contribute to this emasculation, "a substantial part of the blame rests with the elementary and secondary schools that are staffed by women and by men who are lacking in masculinity" (Woodring, 52). Sexton reveals her own sex bias by contending that the emasculated male is not only maladjusted; he is often a positive menace to society. Furthermore, she asserts the inherent superiority of females, but fails to explain how they lose this superior status.

Nevertheless, according to Sexton, women have responded to their subjugation by emasculating boys who grow up and, in turn, keep the vicious cycle going by further domination of women. It appears, then, from this point of view that males have everything to lose, including their prized "masculinity," by continuing to subjugate their women. By preparing women for fulfilling work roles in our society, vocational and career education may be saving the males every bit as much as the females.

Dr. Spock believes that the major reason for the current crisis in our times is that "we have glorified competition and materialism with a philosophy of each man out for himself, and with success measured in dollars and power.

"I am convinced," says Spock, "that if we are to survive, men and women in much greater numbers . . . will have to be inspired by a quite different ideal--that of loving service to mankind, whether the work they do is in a big industry or in a small shop or office, whether it is paid or volunteer, whether it is outside or inside the home" (Spock, 52).

A social critic at the other end of the spectrum, Dr. Max Rafferty, locates a different source of our social ills:

. . . our greatest mistake has been the image of Education which we have presented to the nation. It has been for a generation and more an essentially feminine image--gentle, non-combative, benevolent, maternal, a little fussy.

. . . Education is not feminine It seeks to change concepts, to conquer ignorance, to fight evil. It brings not peace, but a sword. In its final, triumphant form, it will sweep the planet like some mighty besom, smashing aside dykes [a variation of dikes] and levees like match-wood, and fulfilling its ancient role as the guardian and mentor of the human race.

Yes, Education is male (Rafferty, 22f).⁴

What Would a "Feminized" Society Be Like?

In my opinion, these issues call for a remaking of social directions that may dangerously be called "the feminization of society," the very opposite of what is now taking place in the emasculation of men by threatened, thwarted women who are over-reacting to their second-rate citizenship. Let me correct any impression I may have left to the effect that the sole, or even the main, educational responsibility is to teach girls and women that they are just as good as men. In the long-run, the major task of career education may be to teach men that they are just as good as women--just as capable of child rearing, homemaking, aesthetic and emotional sensitivity, interpersonal relationships, attractive design and style. The "feminization" of society by the humanization and de-emasculation of men along these lines means we could value love as well as logic, demand compromise instead of unconditional surrender, apply qualitative as well as quantitative standards to work and to life in general, appreciate beauty as well as skill and competence, esteem cooperation in addition to competition, know the reality of groups as well as individuals, and discover the uses of persuasion instead of raw power.

In a "feminized," but emasculated, society, armies, farms and factories, GNP increases and corporate mergers, technical advances and sensational scientific explorations become less important than human development, education for civilization, and the fine arts of self-expression.

Suicide for Vocational Education?

Do these social directions require vocational education to cut its own throat? No, but they do demand a re-evaluation and redirection of the aims of vocational educators as they breed coarse stoicism in males who are taught to value only physical strength, efficiency, competition and the quantitative aspects of making a *living* apart from the qualitative concerns of making a *life*.

⁴Reprinted from *Phi Delta Kappan*, Vol. 42, No. 1 (October, 1960) with the permission of Dr. Max Rafferty and *Phi Delta Kappan*.

Make no mistake, the women's rights movement does not accept the typical male-image or the enslavement of men by technology and material values as the ideal model to be envied and emulated by females. Women are not looking to be liberated by males, who are themselves entrapped, and not always by the women, at that. Women seek to participate meaningfully in the world of work; they seek conditions that allow opportunities for self-fulfilling careers. Yet this struggle is not just *against* men so much as it is an effort in behalf of both men and women. Men, too, need liberation, and this objective must be incorporated into all career education. Men need freedom from senseless status symbols, crass materialism, dehumanizing competition, and institutionalized threats and rewards.

These issues and their implications for vocational-technical and career education raise frustrating, unresolved questions that challenge us to self-criticism:

1. Will the Women's Lib movement become satisfied with image remaking and token changes, "or will it parallel these efforts with a more intense drive to gain equal employment opportunities, equal pay, proportional representation in politics, and blanket repeal of discriminatory laws for the millions of women it represents?" (Etzioni, 34).
2. Can the liberation of women be achieved in the world of work before it becomes actuality in the career education of women?
3. What existing curricular and instructional matters continue to retard women's free access to vocational education and career choice?
4. Can vocational-technical education, with its typical and traditional male-domination, play an *active* role in gaining equal rights for women in the world of work?
5. Will the struggle for equal women's work rights continue to be thwarted by the presence of an inordinate ratio of brainwashed women in education who harbor, even enjoy, feelings of intellectual inferiority and self-abnegation?
6. And finally, do women in particular and our society in general actually want to achieve educational and career equality for women with its certain loss of female protection, prerogatives and privileges?

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LIFE STYLES AND ROLES OF WOMEN AS PERCEIVED BY HIGH-SCHOOL GIRLS

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Girls and women in America face many problems today which they did not have to deal with fifty years ago. They are freer to choose their own roles, and the choices of roles open to them are greater. At the same time, the roles of women are probably less defined than they ever have been, and the lives of women are more complex. Both urbanization and industrialization have helped to effect great changes in the roles women play. Many of the tasks which they at one time performed in the home such as sewing and canning are now done outside the home, and even the tasks which they still perform in the home take less time and are easier. Many women express dissatisfaction with the homemaking role and want to return to or enter a career.

Since eight out of ten women work outside the home at some time in their lives and more than one-third of all married women are working, it is reasonable to expect that many of the young women now in high school will be employed at some time in the future even if they marry; however, their work careers may not be continuous. Some women will prefer active roles as volunteer workers rather than paid employment. Many women will have to adjust to a life that involves being a wife, a mother, and an employed person.

High-school girls are called upon to make decisions which affect not only their immediate future but their distant future as well. They need help both through counseling and curriculum in perceiving the life styles or patterns they can anticipate and the roles they may play as women. The purpose of the study described here was to determine how high-school girls perceive their future in relation to their expected life styles and their roles as women. Are they traditional or egalitarian in their perceptions of their roles? Are they realistic in their perceptions? Which life styles do they expect to follow? Are the mothers' educational background and work status models for the girls in selecting their life styles? The influence of educational expectations (college-bound or noncollege-bound), academic aptitude, socio-economic background (father's occupation), mother's educational background, and present employment status of the mothers on the girls' perceptions and life styles were studied.

DEFINITION OF TERMS

In order to clarify terms used here, the following definitions are given:

1. *Roles of Women.* Four roles were studied:
 - a. Marriage includes being a wife, a homemaker, and a mother.
 - b. Career includes work done outside the home.

- c. Volunteer service includes social, community, and political activities.
 - d. Sharing role means sharing with the husband activities related to leisure, housework, children, finances, religion, and politics. Sharing is defined as egalitarian in the sense that husband and wife share in decisions, labor, and responsibilities. Nonsharing indicates an acquiescence on the part of the wife rather than a true sharing.
2. *Traditional point-of-view* suggests that "a woman's place is in the home" taking care of the family and doing only "woman's work" while the husband's responsibility is to earn a living and play the dominant role in the family.
 3. *Egalitarian point-of-view* suggests a sharing of roles between men and women and the view that women can, provided they possess the necessary ability, participate in careers and community activities often reserved for men.
 4. *Prejudice* refers to the common prejudices held against women. These prejudices are often based on stereotypes of what is a woman's "proper" role.

THE INVENTORY

An inventory made up of 80 items was designed to assess the role expectations of the high-school girls and to classify them as egalitarian or traditional. A sample of 414 girls, 194 seniors and 220 freshmen from a large Chicago suburban high school, responded to the Inventory in order to provide the data on the role perceptions. The Inventory yielded four subscores: Marriage-Career, Citizen-Volunteer, Sharing, and Prejudices. The subjects responded to each item in the Inventory by means of a Likert-type scale: Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree. The response which favored an egalitarian role received the highest score; therefore, in a positive statement (favoring an egalitarian role), Strongly Agree received a score of five, Agree, four, and down to Strongly Disagree which received a score of one. In a negative statement (favoring a traditional role), a score of five was given for Strongly Disagree and a score of one for Strongly Agree. A high score in each subsection favored an egalitarian role in marriage and a low score favored a more traditional role.

Examples of items from each section of the Inventory are given below. The response which received a score of five is indicated after each.

Marriage-Career

I prefer homemaking to a career because homemaking offers a woman a more pleasant and an easier life. (SD=5)

If I am only a homemaker, I might lose my husband, who will enjoy wide contacts and varied experiences in his work. (SA=5)

I expect that my children will not suffer if I work because the kind of love and attention I give my children will be more important than the amount of time I spend with them. (SA=5)

When I marry, I want to forget about a job. (SD=5)

The salary my husband makes won't be the determining factor as to whether I work or not. (SA=5)

At age 35-40, I hope to have interesting work outside the home which offers advancement and challenge. (SA=5)

My success in bringing up interesting and healthy children will provide all the reward I need in life. (SD=5)

In case of divorce, I would not expect my husband to support me if I were working. (SA=5)

Sharing

I expect that I will vote for whatever candidate my husband votes for in an election. (SD=5)

If my husband provides the income for the family, I will not expect him to help with the housework or the children. (SD=5)

I expect that if my husband and I disagree on something, he will make the final decision. (SD=5)

Rather than getting my political opinions from my husband, I expect to use newspapers, magazines, and news programs to help me make up my mind about voting. (SA=5)

Whenever my husband is at home, I expect that he and I will feel equally responsible for supervising the children's play. (SA=5)

I expect that my husband and I will take equal responsibility for disciplining the children. (SA=5)

If I have a job, my husband and I will plan to share the housework. (SA=5)

I expect that my husband and I will plan together on the management of our money. (SA=5)

My husband's taste in furniture will be as important in selecting our home furnishings as mine. (SA=5)

I want my married life to allow time for my husband to have his own special interests and hobbies and for me to have mine. (SA=5)

Prejudice

A talented wife is wasting her time scrubbing floors, washing dishes, and changing diapers when she could be using her talents in a responsible job. (SA=5)

A career woman who competes with men in their jobs loses her femininity. (SD=5)

A woman gets her life satisfaction and place in the community from her husband's occupation. (SD=5)

Women should do the secretarial type work in business and let the men hold the managerial positions. (SD=5)

Men should not have to work under women supervisors, foremen, or bosses. (SD=5)

A woman who doesn't marry is a failure. (SD=5)

The only legitimate reason for a woman to work is to help support the family. (SD=5)

I think mothers ought not to work because the children are neglected when they do. (SD=5)

The women should work to elect the right man but let the men run for office and make the important decisions. (SD=5)

Citizen-Volunteer

I expect that it will be natural for the men to take the responsible volunteer jobs in the community and for the women to participate only in activities usually reserved for women. (SD=5)

I will support women who are well-qualified to serve on the school board or in other elective offices. (SA=5)

I will be willing to work on civic committees to help solve problems such as traffic congestion, air pollution, and suburban blight. (SA=5)

I would be willing to work to raise money for worthwhile cultural projects. (SA=5)

I expect that it would be more appropriate for my husband rather than for me to hold the chairmanship of important civic committees. (SD=5)

The Citizen-Volunteer Subscore produced very few significant differences on any of the variables. The differences came mainly from the Marriage-Career and Sharing Subscores although the Prejudice Subscore showed some differences.

Item No. 54 in the Inventory, "In case of divorce, I would not expect my husband to support me if I were working," evoked a strong response from several of the girls, which seemed to indicate a repulsion to such a suggestion. In addition to the response made to the statement, some of the girls either drew a line through the item, or added their own comments showing their disagreement with the statement.

LIFE STYLES

In order to determine the expected life styles of the girls, each was asked to respond to the following:

As you visualize your life as an adult, which of the following statements best describes the kind of life you expect to have?

_____ I expect to have a career. Whether or not I get married is unimportant.

_____ I expect to get married. After marriage, I will stay at home and take care of my family and my home. I do not expect to work unless it is absolutely necessary.

_____ I plan to combine work and marriage. I may have to stay at home while my children are young, but I expect to return to work at some time.

Twelve percent of the girls chose the first response with a career emphasis. These girls had the most egalitarian scores on the Inventory used to assay their perceptions of their future roles. The majority of the girls, 54 percent, selected a combination of marriage and career for their life style. Thirty-four percent selected marriage only. This latter group had the most traditional outlook toward their future roles.

When life styles were related to other variables, i.e., year in school, educational expectations, academic aptitude, socio-economic background, mothers' educational background, and mothers' work status, the last one, mothers' work status, is the only variable on which there was a significant relationship with life styles. More of the girls whose mothers worked selected Career or a combination of Marriage and Career life styles, 71 percent, as compared with 52 percent of the girls whose mothers did not work.

CONCLUSIONS

The following conclusions seem justified on the basis of the findings of the study:

1. Senior girls have more egalitarian perceptions of women's roles than freshman girls. As girls reach the developmental stage where courtship begins, they become more egalitarian in their perceptions.
2. College-bound girls have a more egalitarian perception of women's roles than noncollege-bound girls. Since the

college-bound girls may be preparing for professional careers and have set more definite long-range career goals than the noncollege-bound, their egalitarian perceptions seem realistic for them. If the trend toward an increase in the employment of women continues, the noncollege-bound girls are unrealistic in their more traditional perceptions of women's roles and may have more difficulty in adjusting to their future roles, especially if work outside the home is involved.

3. Girls with different academic aptitudes do not differ in their choice of life styles or their role perceptions. There was some evidence that the middle scholastic group is the most egalitarian, but the findings are inconclusive. Since the girls from each group may face a different future, especially in terms of jobs, counseling is important to each group of girls to help them perceive their future roles realistically.
4. Girls whose fathers hold professional positions have more egalitarian perceptions of women's roles than any other socio-economic group. Traditional perceptions of women's roles are held by girls whose fathers are clerical workers, sales clerks, operatives, and service workers. The most traditional perceptions of all come from girls whose fathers are employed in clerical-sales work.
5. Girls whose mothers have had one year of college have more egalitarian perceptions of women's roles than girls whose mothers have had other educational backgrounds. Any reason for this finding is mere speculation, but it may be that the mothers in this group were more goal-oriented but for various reasons were unable to continue their schooling.
6. The mother is used as a model for the girl in structuring her future roles and life styles. Girls whose mothers work are more inclined to select a life style which involves a career or a combination of marriage and career, while girls whose mothers do not work are more inclined to select marriage only as their life style. The same trend is true for role perceptions: Girls whose mothers work have more egalitarian role perceptions than girls whose mothers do not work. These results suggest that the girls whose mothers work may be more flexible and more realistic about their future goals than the girls whose mothers do not work and that they will be more able to adjust to various roles in the future.

This study indicated that freshmen are more traditional than seniors; therefore, early counseling may lead them to more realistic choices in high school, which may affect later choices. Statistics point out that most girls will get married and that the majority of them will work for as many as 25 years of their lives. If, through counseling, girls become aware of these and other facts early in high school, both their educational and career planning will be more realistic.

THE FEMININE ROLE TOMORROW

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Home Economists have long dealt with classes made up predominantly of girls and women. We have accepted responsibility, and happily so, for preparation of females for their roles as homemakers. But have we truly come to grips with all the implications of this future role? Have we led girls to believe that they will marry, raise children, and very likely work outside the home for pay, for many of their adult years? Or have we created within women a sense of guilt for being a wage-earner, a sense that, somehow, the woman who stays at home all day is "better," that her family is better cared for, that her home looks nicer? Where do students get the impression that it is unfeminine to work? Do we give the impression that it is "too liberated" to expect equal pay for holding the same responsibilities as men? Do we imply that it is being too selfish to be absent from home in order to make a business trip, to attend a meeting, or to take a course in the evenings as husbands frequently are required to do?

Certainly American society creates a climate, a spirit, a set of norms regarding what is felt to be feminine or masculine. Teachers both transmit this culture and reinforce it by their own values and attitudes. Should one stop from time to time to examine those attitudes, not as "Women's Lib Representatives," but as people concerned for the future of both men and women and the fullest opportunity for each to be creative, loving, mature individuals?

What Will the Future Be Like?

What kind of world will the future generations experience? Marjorie East and others predict disposable clothes, nutritionally fortified foods, clean air in our cities and homes--a homemaker role requiring much less physical effort and time.¹ But will managerial decisions be eliminated, those involving, for example, one's use of money, one's choice of type of recreation, one's choice of transportation to and from "the nest"? No one seems ready now to say this decision-making realm will be less important than today. In fact, Augenstein, among others, predicts, much more complicated choice-making in the family health realm.² Today's teenagers cope with decisions about drugs and contraceptives, but in the future, carefully made decisions will be required concerning organ transplants, and chemical manipulation of human genes.

¹Marjorie East, "Family Life by the Year 2000," *Journal of Home Economics*, 62 (January, 1970), 13-18.

²Leroy Augenstein, *Come Let Us Play God* (New York: Harper & Row, 1969).

Talcott Parsons and other sociologists point out that women tend to be integrative, people-oriented, flexible, "buffer zones" for family members who go out and face the cruel, cruel world.³ Will this separation of roles continue as women, too, leave the house each day and operate in the same working world as men? Who will emotionally support whom? Along with shared tax returns will families come more and more to share family responsibilities? Recently the news media gave great coverage to the story of a happy, healthy, normal man who ran the home and whose equally happy, healthy, normal wife chose to work. They were different enough to be newsworthy. The question is, should they appear so exceptional? In this stronghold of freedom and democracy, are not variations in family role to be mentioned frequently in Home Economics classes so that students at least come to tolerate variations in role?

Are Girls Prepared for the Future?

In order to cope with the variety of changes which undoubtedly lie ahead, girls need confidence in their ability to plan and control their own lives. The women of tomorrow will need to maximize their abilities, and explore their full potential in order to meet the challenges they will face. Are the girls of today ready for the future?

The concept of achievement motivation in women is directly related to their ability to use their talents in a changing world. In studying achievement motivation, Horner had college freshmen tell a story based on the following clue: "After first term finals, Anne finds herself at the top of her medical school class." The following stories were told by girls who showed a desire to avoid success:

Anne is an acne-faced bookworm. She runs to the bulletin board and finds she's at the top. As usual, she smarts off. A chorus of groans is the rest of the class's reply . . . she studies 12 hours a day, and lives at home to save money. "Well, it certainly pays off. All the Friday and Saturday nights without dates, fun--I'll be the best woman doctor alive." And yet a twinge of sadness comes thru--she wonders what she really has

Although Anne is happy with her success she fears what will happen to her social life. The male med students don't seem to think very highly of a female who has beaten them in their field She will be a proud and successful but alas a very lonely doctor

Anne doesn't want to be number one in her class . . . she feels she shouldn't rank so high because of social reasons. She drops down to ninth in the class then marries the boy who graduates number one

Anne is pretty proud of herself, but everyone hates and envies her.⁴

³Talcott Parsons, *The Social System* (Glencoe: The Free Press, 1951).

⁴Matina Horner, "Fail: Bright Women." Quoted from *Psychology Today* Magazine, November 1969. Copyright (c) Communications/Research/Machines, Inc.

When girls with such fear of success were put into competitive situations, where they worked either alone or in small groups, they performed much better alone. And when these girls with a high fear of success were asked how important it was to them to do well in the two situations, those who worked alone said it was very important . . . but not those working together. Horner concludes that "most women will intellectually explore their full potential only when they do not need to compete--and least of all when they are competing with men."⁵

What Does Society Teach Girls?

Horner's study points out that some girls feel it is wrong to compete with boys. Others have noted that girls may be influenced by sex-stereotyped connotations in their choice of a subject to study. Martin and Martin maintain that even today it is unladylike to study science and math.⁶ Marya Mannes, a successful writer and editor, pointed out in a 1963 article what society teaches girls.

Be thin, be smart, be gay, be sexy, be soft spoken. Get new slipcovers, learn new recipes, have bright children, further your man's career, help the community, drive the car, smile Nobody objects to a woman being a good writer or sculptor or geneticist if at the same time she manages to be a good wife, a good mother, good looking, good-tempered, well-dressed, well groomed, and unaggressive.⁷

Jobs for Women in the Future

The area of job discrimination has led to recent study of the question of which occupations have more women executives and why. For example, *Business Week* found women with advanced degrees in accounting and retailing were getting more prestigious jobs. Recent pressure led HEW Secretary Elliot L. Richardson to announce on July 1, 1971 that "his department plans to systematically recruit and consider more women for mid-level and top executive positions. He said he believes that any position in the department can be performed by a qualified woman."⁸ But one may ask, do women believe this? Do we teach girls such a concept or do we discuss entry-level, dead-end jobs which send girls hurrying back to their dreams of a lifetime spent in child-rearing and housekeeping? Today's teachers need to ask themselves if we study problems which are relevant to the issues which families, particularly women, face now? What part do values, goals, and decision-making play in the Home Economics curriculum? How can we help each generation to resolve the issue of its identity, to be open to change in society and in oneself? These are only a few of our tasks as we plan meaningful lessons for the next generation.

⁵Horner, "Fail: Bright Women," p. 38.

⁶Ann M. Martin and A. G. Martin, "Educating Women for Identity in Work," *American Vocational Journal*, 46 (May, 1971), 38.

⁷Marya Mannes, "Forgive Me But My Mind Shows," *Vogue*, May, 1963, p. 124. Reprinted with permission of the author.

⁸American Council on Education, *Higher Education and National Goals*, 20 (July 2, 1971), 3.

DISCUSSION: AN OFT-ABUSED POTENTIAL FOR LEARNING

Connie R. Sasse

The note in Mrs. John's plan book for Tuesday said, "Discussion in ISR Newsletter article, 'Facts and Fictions about Working Women Explored.'"¹ On Tuesday, the following dialogue took place:

- Mrs. John: Yesterday your homework assignment was to read the hand-out I gave you on "Facts and Fictions About Working Women Explored." Today we are going to discuss what you read. How many men and women were included in this study, Mary?
- Mary (looking at hand-out before answering): 539 working women and 993 working men.
- Mrs. John: Good, Mary. When was the study done?
- Sally: In 1969.
- Mrs. John: That's right. What did the authors conclude caused much of the difference in attitudes and beliefs between men and women? June, can you remember?
- June: Early childhood socialization.
- Mrs. John: Yes, but what does early childhood socialization do?
- June (after checking the hand-out): Prepares males and females to fulfill different work and family roles as adults.
- Mrs. John: All right. Now, the article says the researchers tested their study results against eight "straw women." Can you tell me what these straw women were? I'll write them on the board as you list them for me.
(Etc.)

Mrs. John told the class that they were going to discuss the hand-out. But did they actually do that? The *Webster's New World Dictionary of the American Language* defines discussion as "talk or writing in which the pros and cons of a subject are considered." It also notes that to discuss "implies a talking about something in a deliberative fashion, with varying opinions offered constructively and, usually, amicably, so as to settle an issue, decide on a course of action, etc."

In contrast, Hyman says, "The common recitation may be characterized as a question and answer session in which the teacher asks questions and the students provide set answers based on a textbook or a previous

¹Joan Crowley, "Facts and Fictions about Working Women Explored; Several Stereotypes Prove False in National Study," *ISR Newsletter* (November, 1972), p. 4.

short presentation by the teacher."² While recitation may be appropriate in some limited situations, it is, by definition something quite different from discussion.

What difference does it make which of these techniques a teacher uses? "The difference may be between an active, interested class that is absorbed or excited in thinking about a topic and a class that is politely listening or even bored and inattentive."³ Are there some things Mrs. John could have done to have promoted discussion in her classroom? Could she have changed the above recitation into a discussion?

What Things Promote Discussion?

One very simple suggestion which can encourage the active interaction that highlights a good discussion is to arrange the chairs into a circle or horseshoe shape. Having all members of the group able to see each other and have eye-to-eye contact can be helpful in making each individual feel a part of the group. Teachers have found that students who are accustomed to the idea of moving rows of desks into a circle for discussion soon learn to do it quickly and efficiently, with a minimum of disruption.

When you have a physical setting which will facilitate interaction, the next thing to consider is the atmosphere of the classroom. Can students express their opinions and not be "slapped" down? Does a climate of acceptance, respect, and trust prevail? How does an accepting climate encourage students to "discuss" rather than "recite"? Consider the following examples:

Miss Sims: Today we read an article which explored some myths about working women. Perhaps as a starting point for our discussion, we should first share some ideas of whether or not women should work. Yes, Jane?

Jane: Well, I think mothers should work. I think it's better for their kids if they do, because then they aren't hollering at them all day long.

Miss Sims: All right, let's explore this idea further. Can you explain a little more why you think it's a benefit for the children?

Jane: I just know how it is in my family. My mother never really liked staying home very much and she used to get really upset at us kids, and lots of days she'd just holler at us all day long. We sure didn't like that very much at all. Anyhow, Mom started to work about two years ago, and she doesn't holler at us much anymore, and she acts like she likes us more, too, so that we are really glad that she works now.

²Ronald T. Hyman, *Ways of Teaching* (Philadelphia: J. B. Lippincott Company, 1970), p. 136.

³Josephine B. Ruud, "How to Change Recitation Into Discussion," *What's New in Home Economics* (October, 1966), p. 90.

- Sara: You know, I never thought of that before, but for some kids in some situations, I really think that's true. It does help the kids when the mothers work. And another advantage for kids is that I think they learn to be much more responsible for themselves. Our neighbor works and her 10-year-old boy is much more responsible and does lots more grown-up things than my 11-year-old brother. My mother watches over him so much that he doesn't have a chance to act grown up.
- Karen: Well, I don't agree with you. I think maybe it depends on the mother, because I don't think it was a benefit to us kids when my mother went to work.
- Miss Sims: Let's see if we can figure out what specific things might make it either an advantage or a disadvantage for children if their mothers work. (Etc.)

Consider what might have happened if the teacher had responded differently:

- Miss Sims: Today we read an article which explored some myths about working women. Perhaps as a starting point for our discussion, we should first share some ideas of whether or not women should work. Yes, Jane?
- Jane: Well, I think mothers should work. I think it's better for their kids if they do, because then they aren't hollering at them all day long.
- Miss Sims: Why, Jane, what an awful thing to say! Mothers shouldn't holler at their children. That's certainly not a good reason for a woman to work. Now let's have some other opinions. No volunteers? Sandy, why don't you tell us what you think?
- Sandy: Um, well, sometimes women have to work because their families need extra money.
- Miss Sims: Yes, that's a good reason why women work. Are there others? (Etc.)

In the second example the teacher obviously was taken aback at Jane's rather unconventional reply to the question. Yet, if she had been accepting and trusting enough to follow through, she would have found that Jane had an interesting point to make. Since the students appeared to be interested in discussing women's working from the point of view of the child, the "first" Miss Sims allowed them to pursue this line of thought. And with a starting point that interested the students, might it not have been easy to lead the discussion into other areas that the teacher felt were important to discuss? In addition, the "second" Miss Sims' abrupt response to Jane's answer seemed to effectively cut off further contributions. When there were no volunteers, the teacher called on another student, who gave a very "safe" answer. It would seem that the teacher was looking for what she felt were suitable answers,

rather than being interested in what the students themselves actually felt about women working.

Needed: A Discussable Topic

Another essential component to a good discussion is to have a discussable topic. As was noted earlier, *Webster's New World Dictionary* defines a discussion as considering the pros and cons of a subject. Therefore, in order to use the discussion technique in the classroom, the topic under consideration needs to be one that has pros and cons, or at least has more than one "correct" answer. For example, the hand-out mentioned at the beginning of this article reports that 57% of working women who participated in the ISR survey would continue to work even if they did not absolutely have to for economic reasons. That is a fact. The teacher can ask the students to remember the fact, and she can evaluate in some manner to determine whether the students have remembered it, but it is not a discussable issue (unless the students are sophisticated enough to question the experimental design or the methodology of the researchers). However, the class could explore the factors which would prompt women to keep on working even when it was not economically necessary. Or, given the fact that the same survey reported that 74% of the male subjects would continue to work if they were not required to by economic reasons, a discussion could delve into the reasons for the difference.

Discuss for a Purpose

For discussion to be a meaningful classroom technique, it must have some purpose. If the purpose is to build rapport, establish an atmosphere of trust, and to get the participants to know each other, a session of sharing experiences may be most appropriate. But can students learn by simply sharing experiences day after day? Does it not seem that in order to grow and learn from a discussion, there should be clear objectives from the beginning, which both students and teacher have helped formulate? Will learning be more likely to occur if students can begin to generalize from their shared discussion, and to recognize that values and opinions about certain matters carry certain consequences? For example, the discussion above on women's working might have the following conclusion:

Miss Sims: The period is almost over, so let's go back and see if we can draw any conclusions about working women.

Karen: One thing might be that how a woman feels about working will affect how much she likes it.

Miss Sims: Anyone else?

Jane: To go along with that could be that how a woman feels about her job or about not having a job if she wants one can affect her relationships with others, such as her children or friends.

Sophie: One thing that this study we read brought out was that really women look for the same kinds of things in a job

that men do. They want promotions, satisfying and challenging work, and good pay.

Mary: Another thing the article brought out, but that I think is really important is that how we girls, or how women, feel about working is influenced by how our parents raised us, and what we were taught about women working when we were little.

Miss Sims: There's the bell, I'll see you all tomorrow. That was a good discussion today!

In this example Miss Sims took time at the end of the class period for summarization. Her students had experience in drawing generalizations and conclusions, and were able to summarize points from the discussion as well as from the reading assignment.

The Talkative Teacher

Sometimes teachers attempt to conduct discussions in their classrooms and find that they end up explaining too much or even on occasion answering their own questions. If the teacher has been accustomed to talking a great deal, when she waits for the students to respond, the silence may grow and become lengthy. But the uncomfortable quiet can be a time for thinking, and since students are often made as uncomfortable as the teacher by the silence, eventually someone will break the ice and discussion can begin. When students learn that the teacher is not going to do all the thinking and talking in the classroom, they will begin talking to each other rather than just to the teacher. Often students deep in a meaningful discussion begin asking questions of each other, rather than waiting for the teacher to ask the questions. Under circumstances such as these, the teacher has an opportunity to become a member of the group, rather than the leader of it.

An opposite problem some teachers encounter is having a group of students who all want to talk at once (sometimes on the discussion topic, sometimes not), or having a student who monopolizes the discussion at the expense of his classmates. Perhaps a prerequisite to good classroom discussion is to have a session where students and teacher together formulate guidelines for discussions. Students are more likely to respect rules which they have helped develop than those which are teacher imposed.

What Is the Question?

Perhaps one of the most difficult parts of leading a discussion is formulating questions. How can we design questions which stimulate thought, allow for a variety of opinions, provoke answers from many students, and explore the basic concepts and generalizations which the teacher wishes the student to learn? Norris Sanders says, "Some of the elements which make a good question are: precision, clarity, and close connection to the matters on which the question is based Good questions recognize the wide possibilities of thought and are built around varying forms of thinking, rather than determining what has been

learned in a narrow sense."⁴ Sanders also points out that good questions require students to *use* ideas rather than simply to remember them.

Perhaps the easiest questions to compose are those which simply ask students to remember or recognize information. More difficult to prepare are those which call for the student to interpret or apply information. Most difficult are those which call for students to analyze, synthesize or evaluate materials. Yet, questions which require more than remembering are the crux of helping students learn to think, as well as the heart of any dynamic discussion.

Teachers often say, "But students need facts and knowledge to do thinking on the higher level. Therefore, I concentrate on the facts so that they will be able to go on." It is true that we think with facts, but do we want to learn them before we see a use for them? And having supplied the facts, how often do we find that the time has "run out" and we have none left to use the facts and therefore no need to remember them?

Questions which call for more than remembered information stress the *why* and *how*, rather than the *what* and the *where*. An essential characteristic of questions which call for interpretive answers is that the students discover at the common sense level the relationship between two or more ideas. The teacher might ask, "What does this sentence mean to you? 'Much of the difference in attitudes and beliefs, the authors conclude, can be attributed to early childhood socialization which prepares males and females to fulfill different work and family roles as adults.'" If the student understands the concept on the interpretive level, he or she would be able to state it in his own words, and be able to give examples. The student might relate how a boy who was taught that it was sissy to wash dishes could grow up thinking that it would be unmanly for him to help his wife with household chores.

Case Studies Give Opportunity for Application

Case studies can be useful in helping students think, and can be a way to apply learned information in a life-like situation. If the class has been discussing occupational choices, and the many factors which influence the kinds of choices people make, a case study such as the one given below might provide a useful focal point for discussion.

Julia is a high school senior who has always wanted to be a dentist. She has enrolled in the State University next fall in a pre-dentistry program, and has been eagerly awaiting the time when she could begin preparing for her future career.

Recently, Julia has seriously begun to date Dan, who is also a senior and who plans to major in engineering at the University. They are not engaged, but have talked about getting married some day. Dan thinks Julia is silly for

⁴Norris M. Sanders, *Classroom Questions, What Kinds?* (New York: Harper & Row, 1966), p. ix.

planning to be a dentist, and that she should enroll in the dental hygienist program at the local Community College. Then, in two years when she gets her AA degree, they could get married and Julia could work while he finishes school.

In this case situation students could consider the advantages and disadvantages of Julia's entering the pre-dentistry program or the dental hygienist course. What things *will* influence her decision? What things *should* influence her? How will she feel if she enters the dental hygienist program and she and Dan break up? How will she feel if she enters the pre-dentistry program against his wishes, and he decides not to date her any more? This type of case situation is an ideal framework for discussion on how values influence thinking and decision making.

Problem Solving at the Highest Level

At the highest levels, students analyze problems, synthesize answers, and evaluate. The traditional pattern in problem solving at the highest level is to first have students learn the facts which underlie the problem, then be given a chance to apply them, and finally to evaluate. Perhaps it could be more interesting to the students if on occasion we reverse the process and ask questions at the higher levels in the beginning, so that students will need to find facts in order to solve the problems and make the decisions and judgments that are presented.

For example, a class might have been asked to prepare a display for Vocational Week on the Profile of the American Working Woman. Given that assignment, what kinds of facts will students need to seek out to complete the assignment? What is a profile? What characteristics are included in a profile? Where can the statistical information to complete the profile be found? What kind of display will be best suited to illustrate the idea of a profile? In this type of problem, the information can probably be found in books or publications.

Another assignment might require students to find information through surveys and interviews. The assignment might be:

Mary's husband was killed in an airplane crash last fall. She has some money from life insurance, but to support herself and her 3-year-old son, she will soon have to have a job. Her biggest concern is the kind of child care to provide for David. She is concerned about the quality of care David will receive, the cost and the convenience. Mary lives just down the street from you, but doesn't know what alternative kinds of child care are available in your town. What can you find out to help Mary?

In this instance, students would be after facts which are not in their textbooks. They could investigate the kinds of group facilities available, their cost and convenience to Mary. They could explore the availability and cost of private babysitters, and compare these findings to those about the group child care facilities.

In both these instances, students could have learned the facts

initially, and then have been given the problems to solve. Instead, by presenting the problems first, the need for facts came naturally in order to solve the problem. In this way, students can want and acquire factual information themselves in order to solve meaningful problems, rather than accumulating the facts because that is what the teacher requires.

What Does the Text Contribute?

Composing or selecting questions for teaching or evaluation is an everyday job for teachers. Sanders notes that textbooks are a problem to teachers who want to compose good questions. ". . . the writers assume that students learn best by studying a polished product THUS, THE TEXTBOOK IS WEAK IN THAT IT OFFERS LITTLE OPPORTUNITY FOR ANY MENTAL ACTIVITY EXCEPT REMEMBERING. If there is an inference to be drawn, the author draws it, and if there is a significant relationship to be noted, the author points it out."⁵

Because of the drawbacks of textbooks, some teachers have found that it promotes thinking and discussion to talk about ideas *before* making a reading assignment. Other teachers have found that their classes think better when textbooks are not used at all, especially since no textbook is suitable for all members of a class, anyway. These teachers may find suitable references in the library, in popular literature, or in pamphlets and booklets. But whether the textbook is used or not, teachers who do take the time to think through their teaching materials and to compose questions which emphasize more than just remembering what the textbook says will find their classes more alive and interesting, to teacher as well as student.

How Good Are Your Discussions?

There are many components to a good discussion, and each teacher combines these components in her own special way to involve her classes in meaningful interchange. The mini-questionnaire below may help you realize the strengths and weaknesses of your classroom discussions. Check below the sentences which describe you, your classroom, or your students. To score, give yourself 1 point for every item that you check.

⁵Sanders, *Classroom Questions, What Kinds?*, p. 158.

- _____ 1. The physical arrangement in my classroom facilitates inter-
change of ideas.
- _____ 2. I accept a variety of opinions, and students feel free to
express themselves.
- _____ 3. I help students to avoid hurting each other's feelings.
- _____ 4. I find a discussable topic before trying to conduct a discus-
sion.
- _____ 5. The students and I formulate objectives in advance for class
discussions.
- _____ 6. Through discussion, I try to guide students to draw conclu-
sions or make generalizations.
- _____ 7. During discussions, the students talk to each other in
addition to talking to me.
- _____ 8. Students do most of the talking in my classroom.
- _____ 9. During discussion, students ask questions of each other.
- _____ 10. I feel like a member of a class discussion rather than simply
the leader of it.
- _____ 11. I ask questions which require students to *use* ideas, rather
than remember them.
- _____ 12. I try to use textbooks only when appropriate, realizing they
have disadvantages as well as advantages.

How do your discussions rate?

- | | |
|-------------|--|
| 0-3 points | -- Are you conducting recitations rather than discus-
sions? |
| 3-6 points | -- Don't give up, but perhaps you could try some of
the suggestions in the preceding pages. |
| 6-9 points | -- Your discussions sound interesting, but maybe there
is room for improvement. |
| 9-12 points | -- Students must hate to leave your discussions when
the bell rings! |

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A publication of the Division of Home Economics Education,
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Vol. XVI, No. 5, May-June, 1973. Published five times each year.
Subscriptions \$5 per year. Single copies \$1 until June 1, 1973.
After June 1, \$1.25. Special \$3 rate for undergraduate and
graduate student subscriptions when ordered by teacher educator
on forms available from ILLINOIS TEACHER office.

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FOREWORD

The theme for the final issue of Volume XVI is Career Selection as a Humanizing Experience. We are attempting to combine two basic ideas in this issue. One group of articles will relate to the role of the vocational counselor or the teacher's counseling role in a supportive career education program. Other articles will focus on curriculum development for career education.

The article by Lionel Brookins stresses the employer's concern for improving human relations among workers and the need to make students aware of the importance of developing acceptable attitudes toward work. Kathryn W. Smith and Judy E. Davidson describe a career exploration program designed to focus on the total development of students. Robert Boyd, an educational counselor, describes some of the factors that influence individual occupational choices.

In the article "Career Selection and Humaneness" Griggs suggests some content and techniques that may be incorporated in a career education curriculum. Teachers may also get some curriculum ideas from the article by Marlene Mitchell and James E. Smith. This article describes the Career Education Program, K-14, that is presently being implemented in Broward County, Florida. Some teachers may want to use the total model, or parts, of the career exploration program for college-bound students that Smith and Davidson developed.

A report of a master's study on the "Knowledge Needed by Homemakers and Workers in Occupations Related to Housing and Design" conducted by Jennie S. Skaff and directed by Ruth P. Hughes is in this issue.

We have included some case studies, a short story, a bulletin board idea and several other techniques that may be useful in the classroom. Additional teaching materials can be ordered from the Innovative Teaching Techniques Project, University of Illinois, Division of Home Economics Education. An order blank for these materials is included for your convenience.

Mildred Barnes Griggs
Kathryn W. Smith
Editors for This Issue

SPECIAL NOTICE ! ! !

This is the final issue of *Illinois Teacher*, Volume XVI. In the September/October issue, we indicated that due to cost of publication, there would be an increase in the pages per issue and a decrease in the number of issues from six to five. This has enabled us to avoid raising the subscription price for the journal since mailing costs were reduced.

We hope this change has met the approval of our readers.

Plans are underway for the coming year when we will again have five issues. Subscription renewal notices will be mailed to you soon. All subscriptions begin with the September/October issue regardless of when your order is received. In spite of rising prices, our subscription remains \$5.00.

THE NEED FOR IMPROVING HUMAN RELATIONS IN THE SERVICE OCCUPATIONS



Lionel Brookins
President
Council on Hotel, Restaurant
and Institutional Education

A Case for Education in Human Relations

If one looks critically at the record of successes and failures among hotels, motels, commercial restaurants, and institutions such as hospitals and school and college food service programs, he is almost certain to find that the ones which succeed are identified with training programs thoroughly grounded in sound human relations; and, conversely, that those which fail show a lack of human relations-centered programs. This will prove to be true even though there may be other more easily discernible symptoms of failure. In any cause-and-effect explanation for this situation it is essential to understand the nature of the work involved, the requirements of the various jobs involved, and the kinds of people required to perform those jobs.

For the purpose of illustration, we can use as our model a typical commercial restaurant. Its food service program is generally divided into "front of the house," "middle of the house," and "back of the house" sections to differentiate the various work stations and the functions of these stations.

Ideally, though their functions are for the most part distinct, the workers will perform as a "team." They are interdependent: the successes and the failures of the entire food service department are shared in some degree by each of the groups of workers. Consider, also, that the space within which each group must work is, more often than not, very limited. The work of preparing and serving meals will go on from the early hours of morning through the long hours of the day and into

the night. This will require relief shifts with an entirely different crew, or an overlapping one, to accomplish the work with any semblance of orderliness and consistency.

To the casual observer it might appear that the problem would be merely one of hiring people who know the particular jobs they are hired to do, and who offer the promise of wanting to get ahead--wanting to succeed. As an added incentive, pay slightly higher wages than those offered by the competition and toss in a few other fringe benefits to "sweeten the pot," so to speak. Surely this combination of attractions can and will build the foundation for a successful food operation, our casual observer will likely conclude. And in part he will be right, but *only in part*. To be sure, all of the above attractions figure prominently in the package of humanizing influences found in a successful service occupation. But while there are some encouraging signs that enlightened segments of the industry are making improvements in food service work situations, the public image of that industry remains a negative one as a place to pursue a career. The reason for the image is not too difficult to find. The menial tasks in the lower category of jobs, relatively low pay and odd hours hardly add up to an attractive career in the minds of young people.

The Need to Change the Image

Working when a large part of the rest of society is playing, is peculiar to many operations providing personal services and, in that respect, food service work is not different and, as such, is justifiable. But "dead end" jobs and unreasonably low pay are conditions which are management-related and are indeed subject to critical examination. The negative image of a food service career need not exist and can be changed to a positive one with positive action on the part of the two people who can do the most about it, the industry operator and the hospitality education teacher. Further, unless they, together, get the job done they impair their own effectiveness. The operator will find himself without a work force sufficient to keep his operation competitive. The hospitality education teacher, unable to provide industry with the trained manpower it needs, quite simply will fail to justify his employment as a teacher. An important consideration, then, is that of deciding what makes work in the service occupations attractive to people, particularly young people, what training is necessary at the various levels within the particular organization, and how the training agreed upon is successfully implemented.

Gaining Perspective

To gain perspective of the needs of the food service segment of the hospitality industry, it is necessary to consider some statistics which were released by the United States Department of Labor in 1966 and later verified by the Educational Services Division of the National Restaurant Association. These statistics indicated that each year there were 350,000 skilled and unskilled jobs and 25,000 management and mid-management positions going unfilled each year in the food service industry. Undoubtedly, an updating of this survey would reveal a substantial increase in the numbers because of the rapid growth of the industry. Immediately obvious

is the need for humane manpower and equally obvious is the question of whose task it is to provide it. Not so obvious, however, is *what* training is most critically needed. Experience points to the need for *training in human relations* as the most critical need in all service occupations, particularly the food service occupations. Teaching people *how to work together*, then, becomes the major responsibility of the hospitality education teacher.

Ways to Humanize

In Dale Carnegie's book, *How to Win Friends and Influence People*, the chapter "How to Make People Like You" proves to be a sound foundation upon which to build a program incorporating those humanizing influences which make it possible for people to work together.

Carnegie lists six rules to make people like you. Rule One: *Become genuinely interested in other people*. As one contemplates this rule there emerges an appreciation of how the practice can lead to smoother relations with others. It can turn one's thoughts *away* from himself and *toward* others. It can make one more humble, less self-centered, more inclined to live in the spirit of Edwin Markham's lines:

"He drew a circle and shut me out,
Heretic, rebel, a thing to flout;
But love and I had the wit to win
We drew a circle and took him in."

Rule Two: *Smile*. What therapeutic value is contained in this single action! It is a universal language and can be used by anybody, anywhere, anytime. And it pays rich dividends. The genuine smile becomes at once the outward expression of an inner quality of the part of the one who does it. It softens the features of the smiling person. It creates a friendly atmosphere and almost always acts as a mute arbiter of otherwise difficult situations. It is the hallmark of a person who experiences a feeling of self-fulfillment and has no "ax to grind." In brief, he is friendly--that is, if the smile is genuine.

Rule Three: *Remember that a man's name is to him the sweetest and most important sound in the English language*. One can quite easily add that the same is true in any language. Calling an individual by his name immediately sets him apart in a satisfying manner. It says to him that although there are some three billion human beings scattered around the earth, he has been singled out from among them--he has become individualized. In other words, by this seemingly inconsequential act, he has been made to feel important.

Rule Four: *Be a good listener. Encourage others to talk about themselves*. It is worth giving careful consideration to this rule in any attempt to improve the human relations program in hospitality establishments. We are all probably acquainted with persons who are so intent upon expressing their own views that they seldom hear what others are saying. They, thus, often miss some essential point, or useful information, and consequently find themselves only partly informed.

The humanizing influence of encouraging others to talk about themselves is that it acknowledges that the other person has experiences, thoughts, ideas, and hopes too. It draws him into the circle; it does not shut him out. It thus becomes sound economy because the thought or idea shared increases numerically by the number of persons sharing it.

Rule Five: *Talk in terms of the other man's interests.* Isn't it fortunate that mankind shares a diversity of interests? How else would there have developed any civilization in the first place? Worse yet, how could we now survive without such a diversity of interests? Unless we provide the other fellow the opportunity to talk about himself and his interests, we deny ourselves the opportunity to know what he is really like. We force ourselves to remain strangers, viewing each other with fear and distrust, a kind of ignorance, the cost of which no business establishment can afford for very long.

Rule Six: *Make the other person feel important--and do it sincerely.* The application of this rule proves to be one of the most effective techniques in the motivation of people. However, it must be done with sincerity; attempting to do so without it degrades the person doing it and, more often than not, will insult the person to whom it is done. Careful examination of the benefits to be derived from the application of this rule, particularly in hospitality situations, will explain why people will often respond positively to flattering service even when the quality of the product leaves something to be desired.

Establishing the Framework of the Curriculum

Carnegie's rules of "How to Make People Like You" can form a common thread for all levels of education and training, whether at the high school, trade school, community college, senior college and/or university level.

The purpose of a curriculum designed for hospitality education is to prepare students for entry into some level of employment in the industry. To accomplish this purpose, it must create the interest and develop the skills and attitudes which will equip students to make worthwhile contributions to that industry. It is only when the students themselves believe that their contributions *are* worthwhile, that their training now and their employment later will be regarded by them as a rewarding experience. Viewed from this perspective, the task of the teacher becomes unmistakably clear: to help his students to succeed!

Profile of the Instructor or Teacher

Quite apart from the competency level of the teacher in his specialized areas is the requirement that he possess an extraordinary amount of patience, understanding, and dedication. These are required of him in order that he can provide the continuing motivation of students to pursue the in-school studies and related activities which will lead to meaningful and rewarding careers for themselves.

Other Competencies and Characteristics Needed by the Effective Teacher

The effective teacher possesses communication skills adequate to establish and maintain the vital two-way exchange of ideas that transcend the barriers of language differences or the many other differences arising out of ethnic, racial, cultural or economic situations. It will be essential that the teacher communicate as well with parents, school administrators, the community, and members of the industry.

The effective teacher possesses the ability to develop rapport with students irrespective of race, color or creed, and the ability to create interest and enthusiasm for the subject areas and related career opportunities.

Other Effective Ways of Attracting Student Interest in the Program

Representatives from the hospitality department of the school or from the industry can speak to service clubs, parent-teacher associations, and other local organizations about the availability of career training and job opportunities.

There are local, regional, state and national trade associations which show increasing interest in career promotion. Often they can provide career brochures, posters and other materials on career promotion. Among some of the national organizations providing such materials are: The Council on Hotel, Restaurant, and Institutional Education; The National Restaurant Association; and The American Hotel and Motel Association. The U.S. Government, through the local office of employment service, Small Business Administration, extension programs and youth opportunity services, has developed materials relevant to many aspects of the hospitality industry.

Visits by prospective students to the facilities where hospitality training is in progress can do a lot to communicate the story of the program.

Guidance personnel can be key members of the hospitality team and should be invited to participate in the selection of students. This can assist in establishing relevance in the area of job-oriented education. Requisite to the full effectiveness of the guidance counselors as members of the team is that they be knowledgeable about what the industry really *is and is not*, what it offers students as careers or does not offer. This is of extreme importance in the early part of the student's orientation in order to avoid the almost certain frustration he will experience if he sets too high aspirations which are beyond his potential to reach. This is simply to say that he must be counseled to set realistic goals.

The news media must certainly not be overlooked as a means of publicizing the positive aspects of the program. Almost all newspapers will make space available for a feature story on career opportunity programs. Radio stations will periodically make "spot" announcements as a public service.

Field trips to food and lodging establishments enable students to observe people in the industry at work. The hospitality teacher who thinks creatively will find an abundance of opportunities to build an outstanding hospitality education program.

Establishing Program Objectives

The following questions can help teachers identify some objectives for a hospitality program:

A. What kind of workers are needed?

1. Students entering the program for the first time (high school level) will need training in the fundamentals of commercial, institutional, and industrial food preparation.
2. Employees whose attitudes are *positive* toward the "world of work."
3. Employees who are able to get along both with those with whom they will work and with the customers.

B. How will industry be involved?

Representatives from both labor and management can provide guidance and counsel necessary to assure that the training is structured to serve the current and anticipated future needs of the industry. Further, it is expected that the industry's leaders will strengthen the program by helping to make tours possible for the students and by making speakers available when requested.

C. What can industry expect from this kind of program?

Interested, alert, young people who listen, follow instructions, and take pride in a respected and growing industry, can become a readily available source of skilled labor. Their skills and background will enable them to obtain entry-level employment and stimulate them to seek advancement, within the limits of their abilities, to supervisory and managerial positions.

D. What can the students expect after completing their training?

Those successfully completing their preparation will be equipped to find gainful employment in the third largest industry in the nation. Those students who have the capacity for more advanced education can be counseled and encouraged to continue their pursuits at a community college, senior college, or university with the goal of serving the industry in mid-management and top management positions.

Conclusion

The best hope for the future of the hospitality industry lies in the recognition by that industry of the need for staffing its

establishments with personnel equipped with the necessary skills to work harmoniously with other people.

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CAREER EDUCATION FOR THE COLLEGE BOUND

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Dr. Kathryn Smith and Mrs. Judy Davisson
are reviewing materials for the Career
Exploration Class in the Professional
Library at University High School.

Journals, periodicals, and books have taken the current term, "career education" and introduced it as a new concept. Career education is not a new concept. It has been in use for many years using other names to identify it. One aspect of career education in use by secondary schools is cooperative vocational education programs such as office, distributive and agricultural education, and home economics-related work programs. These programs introduce the student to work experiences while providing a related school program to enrich learning experiences and to insure guidance for success on a job.

These cooperative programs are basically *skill-centered*--emphasis is placed on a marketable skill such as shorthand, institutional food preparation, carpentry, etc.--so that students will be better able to enter the job market upon completion of the requirements for high school graduation.

At University High School, cooperative work experiences cannot be designed for many of the college-bound population. The desire to learn a marketable skill is felt only by a few who may need to earn extra

money while attending college. And as a result of an accelerated program, students graduate at age 15 or 16. Maturationally, the students are not ready for cooperative work experiences and employers are not willing to be responsible for younger students.

To meet the needs of our students, we designed and implemented a one-semester course for college-bound students using the same school-community cooperative principle as cooperative education programs. Rather than centering our program around skill development, we focused on the development of the "total" student, including his perceptions of specific occupations and their relationship to his personal life. Utilizing the ideas of such popular theorists as Maslow and Hoppock, we based our program on their implications that there is a direct relationship between *job satisfaction* and the degree to which an occupation enables an individual to satisfy his needs, meet his goals, and express his values. With this in mind, a major behavioral objective was:

The student will be able to identify and verbalize his personal values, needs, interests, and goals, and their relationship to his total life style and occupational preferences.

Several weeks were devoted to activities centered around defining *needs*, *goals*, *values*, and *interests* and assisting students in identifying and clarifying their personal values, needs, and goals. These values, needs, and goals proved to be a useful frame of reference when students later expressed their feelings and attitudes as they perceived themselves in specific occupational roles. It is our opinion that selection of a career is significantly related to understanding of self and the growth of self concept.

It is quite possible that a student may express a preference for an occupation which is beyond his academic capabilities; consequently, we had a realistic objective:

The student will be able to collect and realistically assess information about his past academic record and experiences in terms of his future educational and occupational goals.

To achieve an objective of this complexity, a variety of methods were used. We had both classroom experience and formal instruction in client-centered counseling. We taped our seminar sessions and played our tapes back to professional counselors. Our own limitations were repeatedly stressed and slowly, we came to enjoy our sessions as we gained confidence to use counseling techniques. We also had an advantage in having exceedingly good resources in career literature and career files located in the counseling offices. At this point, we cannot stress enough the need for the classroom teacher to utilize the resources and expertise of professional counselors in dealing with unusual problems.

Having our own collection of occupational information and those available to us through the school library and the counseling office, we felt that the use of this occupational information directed our next objective:

The student will be able to systematically locate, utilize, and appraise occupational information from both primary and secondary sources.

We introduced at this point, the job analysis with its subdivisions "job description" and "job specification" as the process for obtaining pertinent facts from the available sources. The job analysis was used to further appraise each student's limitations and assets in terms of his occupational preferences. We also used these at a later date to determine how realistic the printed materials were in actual life situations.

The uniqueness of our program began to show through. Unlike a traditional cooperative work program in which a student enters into an employer-employee relationship, each student was placed with *at least* two successful professional persons within the community. These professional persons discussed with the student his occupational preference; provided information on career requirements, specialized areas, and opportunities; discussed the intrinsic values involved in the professional activities; and, if possible, invited the student to observe him in carrying out the activities and duties of the profession. Some students utilized the opportunity to be placed, to interview, or to shadow as many as eight professional persons in their selected career field.

We mailed each professional person a letter to introduce the student and to describe the purposes of our program. The professional persons were most eager to participate. Many were willing to give unlimited time to the students. After having been introduced by a letter, each student was responsible for scheduling appointments with professional persons and for keeping a log of their activities. The professional persons did not visit the school. We felt it more important that students observe the environment of the professional person.



Gregory Smith, a student preparing for a career in Aeronautical Engineering, is reporting for an interview with a local professional in the field.

The response of the students was unusual. Our seminar sessions became very relaxed; the students never hesitated in giving their honest reactions after each meeting with a professional person. Sometimes they were surprised at what they had discovered for themselves and we were often somewhat startled by their frankness.



Dawn Bodnar is discussing her career in the theater with Miss Marcia Hill, a teacher of Drama.

It was pointed out early in the program that if at any time a student felt his career preference was not satisfactory, he was free to change his mind and explore other possibilities. There were no right or wrong "answers." To find he was *not* suited for a selected career was *good*. To have objectively assessed all facets of an occupation and to have felt he was satisfactorily suited for a career was also good. To have gained a better understanding of oneself and a clearer perspective of one's occupational preference was the goal. It became more evident as the course evolved how important it is that class discussions deal not only with "facts" of an occupational nature, but more importantly:

The student will be able to express his feelings and attitudes as he perceives himself in specific occupational roles.

In addition to utilizing occupational information, we felt that by helping students express and clarify their feelings about an occupation, they would be better able to achieve this objective:

The student will be able to realistically summarize the abilities, experiences, and personal characteristics necessary for success in a specific occupation.

Our program was flexible enough to allow the exploration of any profession. We were able to call on other teachers as advisors and participants. For example, one student preferred a career in the theater. One

of her first professional contacts was the drama teacher. This teacher also served as a member of the advisory team and suggested many qualified professional people to contact. The school science and health personnel are excellent resources in exploring medical or science-related careers. The program thus became an interdisciplinary effort on the part of a highly synergistic faculty.

We also discovered how extremely useful an advisory committee could be in suggesting professional people to work with the program in solving transportation problems, and even volunteering as professional persons actively involved in the program. In a program such as this with a variety of diverse careers involved, it would be wise to have 9 to 12 professional persons with varied backgrounds to help plan, implement, and counsel. A local service club sent a listing of their members, identifying their professional careers and their willingness to cooperate in the program. We suggest that students also be on the advisory committee.

The very nature of the program encourages use of a pass/fail option rather than a letter grade. If your school does not yet have this option and a grade must be given, we suggest that students be given the opportunity to set up their own grade contract to meet their individual goals. The teacher and student should be concerned more with growth in decision making and development of self-understanding, than a final occupational choice. Vocational development should be viewed as a continuous process--the student may elect a definite career choice and later change because of growth and change in life style. The success of the program should be measured by the extent to which students realistically perceive their occupational preferences and the degree of change toward each student's understanding of himself.

We hope to continue developing this program. Our students asked if they could continue our sessions for another semester. When we pointed out that they could continue on their own, they said they would miss the interpersonal relationships--they wanted their peers and teachers as sounding boards and felt comfortable in discussing personal feelings in a group situation. We, as teachers, were very pleased with the results of the program and are eager to repeat this worthwhile experiment in career education.



Larry Brazelton is interviewing Mr. Dietz, a local Engineer, at his place of business.

FACTORS IN CAREER CHOICE

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Choosing a career is a complicated process. It is the very complexity of this process that brought it to the attention of professional educators. This, combined with the emphasis placed on the value of work in our society, has led to a national concern for the effectiveness of the career choice process engaged in by the youth of the country. Choosing a career involves a series of decisions, each influenced by multiple factors.

It is the purpose of this paper to survey the factors which play some part in the choice process. Teachers, counselors, and others interested in the problem of career choice as it affects individuals in our society must be cognizant of the factors in the choice process, if they are to understand the thought processes and pressures involved in decision making.

Psychological Factors

Developmental Stage

Central to the issue of career choice is the developmental stage of the individual. The information he considers important, the pressures he is experiencing from himself and others, his willingness to deal with the problems involved in career decision making are all part of his current developmental stage.

People tend to make increasingly realistic career decisions as the maturational process continues. They go from the fantasy of youthful exuberance to the rationality of adults facing a real world. They go from an awareness of only those occupations which have recognizable symbols to an understanding of those occupations they have observed firsthand, to those they are able to conceptualize through reading or discussion. As their level of abstraction increases, so does their ability to generalize from one occupation to another. Super [10] has an excellent description of the process. Table 1 is a summarization of his description.

Self-perception

A second major factor in career choice is the self-concept of the individual. Everyone has a conceptualization of the kind of person he is. This seems to permeate human existence and tends to dictate behavior, other things being equal. The result is job selection based upon self-concept. Hence, job choice is made to implement or enhance one's view of himself. The factors involved in this determination

TABLE 1*

Stages of Vocational Development in Super's [10] Theory

1. Growth Stage (Birth to 14 years):	A period of general physical and mental growth.
a. Prevocational Substage (Birth to 3):	No interest or concern with vocations or vocational choice.
b. Fantasy Substage (4-10):	Fantasy is basis of vocational thinking.
c. Interest Substage (11-12):	Vocational thought is based on the individual's likes and dislikes.
d. Capacity Substage (13-14):	Ability becomes the basis for vocational thought.
2. Exploration Stage (15 to 24 years):	General exploration of work.
a. Tentative Substage (15-17):	Needs, interests, capacities, values, and opportunities become bases for tentative occupational decisions.
b. Transition Substage (18-21):	Reality increasingly becomes a basis for vocational thought and action.
c. Trial Substage (22-24):	First trial job is entered after the individual has made an initial vocational commitment.
3. Establishment Stage (25 to 44 years):	The individual seeks to enter a permanent occupation.
a. Trial (25-30):	A period of some occupational changes due to unsatisfactory choices.
b. Stabilization (31-44):	A period of stable work in a given occupational field.
4. Maintenance Stage (45 to 65 years):	Continuation in one's chosen occupation.
5. Decline Stage (65 years to death):	
a. Deceleration (65-70):	A period of declining vocational activity.
b. Retirement (71 on):	A cessation of vocational activity.

*Reprinted from J. S. Zaccaria, *Theories of Occupational Choice and Vocational Development* (Boston: Houghton Mifflin Co., 1970), pp. 51-62.

include personal values, the individual's perception of his place in the world, his feelings of adequacy and self-worth, and his expressed hierarchy of needs. In this sense, job choice becomes an attempt at need fulfillment.

Abilities and Interests

While the literature indicates that there is a measurable difference in aptitude test scores among people in different occupations, the degree of overlap is great. Although there seems to be some minimal level of aptitude necessary for success in a given profession, the amount of overlap between jobs reduces the importance of measured ability as a predictor of occupational success. Additional increments beyond some minimum may or may not be necessary for greater job success. This phenomenon has been called the *threshold effect*.

The same thing is apparently true with regard to those special abilities which may be necessary to perform a specific job adequately. Special aptitudes include not only intellectual activities, such as mechanical reasoning, but also physical attributes like manual dexterity or physical strength. Measured vocational interests seem to affect career choice in the same manner. Likewise, measured personality variables seem to find a similar distribution among persons performing various jobs. Crites [2] has a detailed explanation and review of this research.

It has been recognized that job selection is not necessarily done on the basis of measured abilities, interests, and personality.

Social Factors

Family

The family influences the behavior of the child as he goes about the process of making career decisions. Father's occupation has been shown to be related to the career choice [9]. The emphasis placed on academic success in the home affects one's desire for formal education [7]. The ability of the family to help the child realize his vocational goal also influences career choice [4].

The definition of work used at home plays a part in the selection of activities which are considered appropriate for the child. There are some in our society who believe that the activity must include physical labor to be called work. They believe that being able to complete heavy, physically demanding tasks is a sign that manhood has been achieved. Girls are to accept "clean" jobs; boys heavy, rough jobs. In this instance, social class and sexual stereotypes are identified with the work function [6].

Parents often give their children mixed cues regarding those careers that are considered appropriate. In middle class families, this typically takes the form of indicating to the child that the decision is his, but evidencing open distress if the choice is not a white collar position. Among working class parents, it may take a different form. The expressed

choice is one requiring upward mobility to white collar positions, but as the choice is acted upon, subtle pressure is exerted to return to the old way of life. The emotional overtones say it is not appropriate to pick a job that Mom and Dad do not understand. Certainly, there is a strong indication that it is usually expected that the life style of the child should remain at least approximately the same as the family's.

Peers

Clearly, peers also affect career choice. If the individual wants to stay one of the group, he must conform to its standards. Early adolescence, in particular, is a time when the group has a good deal of influence on one's thinking about career alternatives. Peer pressure may result, for example, in the selection of high school subjects, in determining the appropriateness of various school activities or in approving or disapproving of working part-time. Even during late adolescence, the youth may have to face the possibility of losing his friends to follow a career which is not in keeping with those considered appropriate by the group.

If all his associates are planning to attend college and he is not, he may come under intense pressure to conform. Conversely, the reverse is true. William S. Whyte [12] in the *Street Corner Society* sets this out very clearly. The young men in the neighborhood who wanted to go to college and eventually leave the area were considered to be letting their neighborhood down.

Social Class

The social class of the individual also affects job choice. This is a function of a number of factors. His social class will affect the jobs with which he develops some familiarity. It will also affect the work behaviors considered appropriate for adults in his society.

There is a lack of willingness to permit individuals to trespass the mores of the clan. Changing social classes is done at the risk not only of having to discard values and ideals that were once very meaningful, but also includes the necessity of adopting ones that are new and strange. The move is uncomfortable initially and may remain so for some period of time. The impact of this change is deeply imbedded in American society in such terms as the "nouveaux riches," who now have the money, but do not know the "proper" way to spend it.

However, social mobility is occurring in this country, both upward and downward. Fox, Thomas, and Miller [3] have indicated that the rate of change has remained relatively stable in recent history and is relatively the same across industrialized countries. There is an indication here that social mobility is a function of the jobs available in the society. Upward mobility is enhanced by increased technology. Over the last 100 years, there has been a shift in the percentage of the work force functioning in different occupational categories and, hence, permitting large portions of the population to join different social classes. In 1970, half of the positions in the country were classified as white collar [11].

The individual will respond to the multiple forces acting on his behavior by adopting the behavior of his *reference group*, that group which both best validates his existence and rewards his behavior as it is evidenced in his view of himself [8]. If his behavior closely resembles that of the desired group, he will maintain it, if it is at odds with that of the desired group, he will change. He will not "go it alone" in the sense of functioning independently of all social allegiance. The result? Some individuals return to the fold, take the kidding that goes along with dropping out of college or what have you, and find comfort in the bosom of a known world. Others will reject their previous associates, including their family, and establish a separate life for themselves. In only one circumstance will the individual be freely permitted to change social class and that is when both the individual and those close to him all value the behavior of the group he is moving toward.

Economic Factors

State of the Economy

The state of the economy affects the availability of employment opportunities. An expanding economy provides employment not only for a growing population, but also, if expanding sufficiently, for a larger proportion of the total population. Thus, should they so desire, it permits previously non-employed segments of our society to find work.

Because work affects life style, the work force changes life patterns of those around them as a result of the interdependent manner in which our society functions. The impact is evidenced in the primary social units to which these workers belong, affecting marriage relations, child rearing practices, eating habits, and housing arrangements. It spreads to friendships and opportunities for generating friendships. The final result is a restructured society holding different interests, participating in modified personal relationships and having changed goals for living.

The state of the national economy affects the necessity for working by influencing the purchasing power of the individual. When personal survival depends upon seeking gainful employment, jobs will be accepted that would otherwise be refused. There is an implication here that if jobs must not be taken for the sake of survival, some socially necessary and economically useful jobs will not be selected. The non-selection of such positions is caused by the nature of the work or the lack of regard held for the position in society at large.

Employment Opportunities

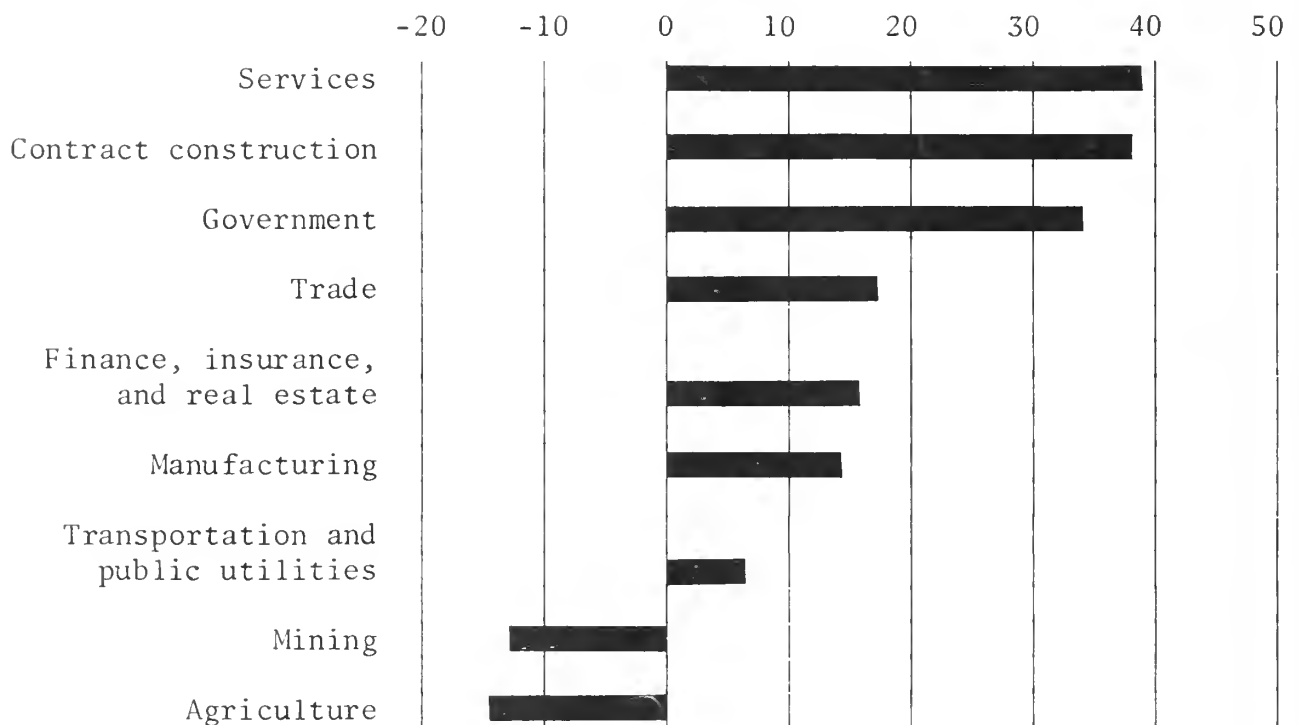
The selection of a career is influenced by the kinds of positions found in the work force. Hence, jobs can only be selected from those present in the economy. Secondly, positions can only be selected if they are available at the specific time the individual is seeking employment.

Obviously, some professions and even whole industries grow while

others die. The following table indicates national trends by broad industrial areas. Changing production, efficiency, market conditions, consumer demand, and modes of transportation, all affect the career opportunities available. Table 3 presents the percentage change the Department of Labor predicts will occur in broad occupational areas between 1970 and 1980.

TABLE 2

Through the 1970's, Employment Growth Will Vary Widely by Industry
Percent change, 1970-80 projected



Source: Bureau of Labor Statistics

Conditions of Employment

Also involved in the choice of a career as well as a specific job are the conditions of employment it entails. Direct financial reward is always a motivator in job selection and, hence, career direction, as is the anticipation of future financial reward. Thus, opportunities for raises, advancement, retirement benefits, and job security all play a part in the choice process. To individuals with unstable employment histories, job security gains meaningful status; a status not nearly as readily accepted or recognized by persons who readily gain employment. In terms of social class, job security has the "getting ahead" quality for working class individuals that opportunities for promotion have for those in the middle class [1].

Chapter 11 of Hoppock's *Occupational Information* [5] describes in detail the following issues in job choice which affect job desirability:

1. Working conditions.

2. Hours of the day.
3. Time of employment during the day.
4. Physical comfort of the work setting.
5. Monitoring of attire or language.
6. Self-employment.
7. Location of the activity.
8. Mobility of the work.
9. Quality of relationships at work.
10. Number of relationships during work.
11. Physical demands.
12. Emotional pleasure or pain of the job performance.

TABLE 3

During the 1970's, Growth Will Vary Widely Among Occupations
Percent change, 1970-80 projected



Source: Bureau of Labor Statistics

Environmental Factors

Geographic Considerations

Some careers can only be pursued at selected sites. This is the result of their tie to physical conditions of geography, such as commercial deep sea fisherman. This may also be a function of political, economic, or other social forces that cause a majority of the positions in a career field to be located in one area. The concentration of the aerospace industry on the West Coast is one example of such a phenomenon. In this case, the location of the primary corporations in conjunction

with governmental priorities during their biggest growth phase emphasized the site.

Weather is also a factor in career choice. Some positions require specific climatic conditions. In other instances, one's health or that of members of the family may dictate the selection of a position by the necessity of residing in areas having specific atmospheric attributes.

Degree of Urbanization

Some careers are indigenous to either rural or urban settings. In 1950, 64.3% of the population lived in urban areas, in 1970, the figure reached 73.5% [11]. As the degree of urbanization increases the availability of urban oriented positions increases. Urbanization, for example, produces a greater need for public transportation facilities. It also produces the necessity of establishing complex sales and marketing procedures.

The rate of migration also affects career opportunities. The availability of employment in home construction and furniture moving occupations are examples of this fact.

The implication for individuals making a career choice is evident. Even if a rural oriented career is desired, the young person has some difficulty realizing this occupational goal. It is much more likely that the choice will have to be made from those found in an urban setting.

Geographic Mobility

The necessity for relocating as a requirement for obtaining a specific position often affects job choice. Given jobs of somewhat equal balance, individuals will usually choose the position closer to home. Dependent upon the individual's willingness to relocate, he may even take a less desirable position so that relocation is unnecessary. That relocating is common in this country is evidenced by the rate of movement reported by the Bureau of the Census. Between March, 1969 and March, 1970, a period of only one year, 18.4% of the population changed their place of residence. Over one third of this group moved from the county of their previous residence [11].

Daily travel time is another factor in job choice. It is not unusual for individuals to select positions which do not require the investment of substantial portions of their day in commuting.

Professional Implications

One generalization has appeared to hold up in the literature over time. If other things are equal, the individual will choose that work which is most likely to complement his self-concept. The truth is, however, that other things are seldom equal. As this paper indicates, the individual is not a free agent, choosing from an unlimited market place. He is, rather, surrounded by real and assumed limitations in his choice process.

It is the role of the professional in this endeavor to maximize the student's freedom of choice. He can help accomplish this end by:

1. Familiarizing the student with career opportunities beyond those immediately apparent in his environment.
2. Raising to the level of consciousness, those personal and social factors which are inhibiting free choice in an attempt to assist the individual to bring under control those forces exercising constraints upon him.
3. Making him cognizant of, and help him come to terms with, those factors which he probably cannot change, particularly as they relate to the general market place.
4. Preparing him to handle the personal and interpersonal problems that will result as a function of any specific choice.

The performance of the professional's role requires the preparation of curricular materials and instructional procedures designed to foster the choice process. Such materials must be appropriate for the developmental stage of the recipient if they are to have meaning in his life. They must take into consideration his level of interest in the topic and his degree of maturity.

Procedurally, one starts with the student. The goal is to promote an increased level of sophistication regarding the issues involved in career decision making. At younger stages, lessons must be seen as having some direct relevance to the issues facing him at that point in time. It is important that the materials deal with real problems of concern to the student. If the lessons do not seem relevant, he will not approach the tasks with any enthusiasm. The farther into the future the problem appears to be, the harder it is for him to bring a great deal of interest and commitment to the issue. It is important in the development of materials that they can be viewed contextually by the student, from the known to the unknown, from the concrete to the abstract.

The activities necessary to assist students with their career decisions may be handled in schools as a separate curricular effort with opportunities of individualization of interest and concerns. They also may be integrated into curricula initially established to accomplish a specific academic goal. Or they may be engaged in individually or in small groups as interest is evidenced. In all probability, the topics involved should be approached through a multitude of procedures.

Conclusion

The impact of psychological, social, economic, and environmental factors in the decision making process has a differential effect on the individual as a function of his developmental stage. During the child's earlier years, those immediately around him, his family and his relationship with known employed persons are of primary importance. The desires of his family often carry more weight in his mind than his own wishes. As he enters adolescence, the peer group gains significantly in importance with the child being willing, upon occasion, to violate

family norms as he sees the wider world beyond. This can also affect his career choice as he becomes willing to consider alternatives which fall outside those recognized as appropriate by his family. During late adolescence and early adulthood, he often becomes willing to violate the norms of both his family and his old friends to "do his own thing." Now self-fulfillment for personal satisfaction seems most important. He is willing to violate social class considerations to achieve highly personal goals. It is entirely possible that this degree of desire for self-fulfillment through employment cannot be maintained throughout adulthood. Concern for social factors seems to regain some additional control as adulthood continues.

The economic factors discussed above typically do not come into significant play until late adolescence or young adulthood when job oriented decisions are more important as a result of their increased immediacy. These appear to increase in importance as adulthood is reached and continues to have significant impact on employed behavior throughout most of the individual's working life. Environmental factors are probably the last to make an impact on the decision making process beyond the generalizable result caused by the student's having experienced a prevailing atmosphere throughout his development.

The following illustration is an attempt to synthesize the author's conceptualization of the relative importance of each of the primary factors according to developmental stage. Obviously, this is a hypothetical model. However, to develop instructional material and procedures of interest to students, one must consider these issues. The production of effective materials starts with the student, and moves toward the world of work with emphasis on the factors affecting the decision making itself. We cannot tell students what to become. We can, however, help them develop methods for determining their own goals for living and, should they so desire, the ability to express these goals through employment.

Childhood (8-11)	Psychological	Social		
Early adolescence (12-15)	Psychological	Social		Economic
Young Adult (16-24)	Psychological	Social		Economic Environmental
Adult (25+)	Psychological	Social		Economic Environmental

Figure 1. Relative Importance of Factors Influencing Career Choice Hypothesized Model.

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CAREER SELECTION AND HUMANENESS

Mildred Barnes Griggs

In recent years as a supervisor of student teachers, I have observed and involved myself with many young people in classroom situations. I cannot help but despair at the inability of a large number of these students to make intelligent plans for their future lives. When asked about their plans for the future, it is not uncommon to hear students respond, "If I am *lucky*, I will become a secretary, or a teacher, or a nurse, etc." Is it *luck* that prepares one for these occupations? There is a lack of knowledge about the world of work, about themselves and their potential.

As teachers, let us ask ourselves the following questions:

1. How can we help students learn to manage their lives effectively?
2. How can we help students have confidence in themselves to match their competence?

Managing One's Life--A Humane Experience

Management has been defined as "using what you have to get what you want" [1]. Students can be encouraged to incorporate this simple definition into their "way of life." Each student can be encouraged to assess his strengths and weaknesses. It may be more humane to focus on strengths first so that students can have some positive feelings about themselves.

When students begin to make some personal assessments, they should also be encouraged to set some realistic goals in life for themselves. It is important that the goals be attainable. On one occasion, as I observed a class of students with learning disabilities, I asked a senior what she planned to do after graduation. She responded, "I don't know. I will probably become a model, an airline stewardess, or a lawyer." Based on her physical appearance, it is unlikely that she will ever become a model or a stewardess. Her academic record and current classroom work made me rather doubtful that she would become a lawyer either. Yet she was graduating from high school with these dreamy, unlikely to be attainable, goals.

It is the teachers' responsibility to help students understand the prerequisites and resources involved in reaching goals (i.e., academic ability, finance, attitude, interest, time). In a supportive classroom environment, the meditation technique [2], "a period of silence during which a particular specified problem or question is considered," may be a way to get initial involvement. The amount of silent time can vary; however, it may be more profitable to use short spans until the students get used to the technique. The teacher may ask questions such as: What do you want out of life? What can you do well enough to be proud of? What are your strengths? What can you do that makes you feel happy or successful? What is your purpose in life? What do you want to be? Students should not be required to share this information with the

teacher or counselor unless they are willing. They should be encouraged, however, to use this information themselves as they plan for their own growth. There may be some uneasiness among the students at first because chances are they have never considered these questions before. These are difficult questions to ponder. It is also quite likely that the goals students establish at different stages in their lives will change. The fact that goals change is not nearly as important as having a student believe that he can for the most part determine his own future. After a while, questions may be asked about weaknesses, things they do not do well, or things they do that make them sad.

Making realistic plans is essential. Too many students seem to feel that all of the controls in their lives are external (race, prejudice, sex, luck, etc.) and that there is no internal control. Academically talented female students sometimes rationalize, "I would become a lawyer but I hear it is hard for a woman to get into law school." Minority students often say, "What's the use, those prejudiced people won't hire me anyway." Certainly there are some external controls, but we cannot allow students to continuously rationalize their lives away. And we as teachers cannot be allowed to use these external controls as justification for our ineffectiveness. We cannot allow ourselves the luxury of teaching trivial content while vast amounts of human potential hang in limbo waiting for something meaningful to happen.

Confidence to Match Competence

The responsibility of evaluating and appraising student growth and behavior has traditionally been the responsibility of the teacher. Consequently, students find it difficult if not impossible to set standards for themselves. Can this responsibility be shared? What would be the value of sharing it?

Hopefully the value would come from having young people look at themselves critically and discover their potential and limitations. When students are encouraged to set goals and standards for themselves and to evaluate their effectiveness based on criteria they helped to establish, their confidence in their abilities is likely to be enhanced. The teacher's role is to help the student set goals that are high but attainable.

Considering human potential, Fred T. Wilhelms [3] wrote "No child will ever be harmed by a teacher who believes he has it in him to go further than it looks as if he is going to go."

People behave in terms of how they feel about themselves. Arthur Combs said, "What a person believes about himself is perhaps the most important single thing which determines his behavior. It determines what he is likely to do or not likely to do, whether he is likely to be successful or unsuccessful, adjusted or maladjusted, criminal or saint."

The actions of people significant in our lives affect the way we feel about ourselves. Teachers are significant people in the lives of students. How can teachers increase the confidence of students and help them to improve their self concepts? You change a person's self concept

in positive ways by providing success experiences, not by failure. You increase a person's concept of self by providing humanizing experiences; by being willing to listen; by showing that you care about him because he is a fellow human being.

Work Ethic

Work is important in our society. Personal satisfaction and personal worth can be enhanced through the successful accomplishment of a job. These factors highlight the importance of selecting an occupation that is personally satisfying.

Kenneth B. Hoyt [5] expressed the belief that the term work ethic will be replaced by the term work values. The conceptual difference he believes is that the work ethic carries connotations of societal obligations imposed on the individual. The work values, on the other hand, connotes the individual choice and self determination. Hoyt wrote, "I believe the future will see the ideal career more and more as a function of the personal value system of the worker . . . generically defined as one that is of maximum meaningfulness to the worker as part of his total life style."

It follows then that people will select a particular occupation or occupations for various reasons, single or combined, such as: economic returns, personal satisfaction, work hours, work environment, amount of time off for holidays and vacations, prestige, geographic location, etc.

How can career selection be a humanizing experience? One way is to provide opportunities for students to explore different occupations both in the classroom setting and in the world of work. Encourage students to interview people in different occupations to gain some understanding of their satisfaction or lack of satisfaction with their work. Students can make observations of people at work in various occupations. Students can also participate in cooperative vocational education programs that provide the opportunity to earn as they learn, or take an after school and/or summer job either paid or unpaid.

Students need many contacts in the world of work in order to know what their roles will be so they can determine their ability to fulfill them. This is equally true for the college-bound youth and the non-college bound.

To heighten each student's awareness of career opportunities, and to help each student become prepared for the reality of the work setting are worthy objectives of vocational education.

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CAREER EDUCATION IN BROWARD COUNTY, FLORIDA¹

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What is Career Education?

Overview

Career Education is an attempt to make learning in all areas and at all levels realistic and relevant. It is based on the concept that instruction and counseling should be geared toward helping each individual appreciate the worth and dignity of work, achieve economic independence, and experience a sense of personal fulfillment.

Career Education is appropriate for all students whether they are categorized as dropout, prone vocational, or college bound. It ultimately enables all to exit formal educational experience at any level with employable and marketable skills as well as the background for and the option for re-entering.

Career Education, K-14

An interdisciplinary approach is employed at all levels of Career Education. Language arts, mathematics, social studies, science, and other subjects (home economics, industrial arts, etc.) are interrelated in order that the student learn at once the basics and their relationship to each other and to the world of work. Students participate in a variety of activities which may involve "hands-on" experiences, field trips, contacts with resource people, on-the-job shadowing, or part-time jobs.

The career education model for the state of Florida is based on six components: awareness, exploration, specialization, guidance and counseling, placement assistance and follow-up, alternatives for placement with options for exit and entry. A description of each component follows:

Awareness - Beginning with kindergarten, Career Education focuses upon awareness of the existence of twelve clusters of careers.² Students

¹Acknowledgements are made to the teachers, principals, district level personnel, district Career Education Steering Committee, project staff and the Florida Department of Education who are actively involved in this project.

²For an explanation of the twelve clusters see: *The Ohio State University Career Information System Model* (Columbus, Ohio: The Center for Vocational and Technical Education at Ohio State University, 1972), pp. 31-120, 143-146.

study the twelve clusters twice, once in grades K-2 and, on a more sophisticated level, in grades 3-5.

Exploration - In depth of three or more previously introduced career clusters are focused upon in grades 5-8.

Specialization - At the high school and post-secondary levels, the program (grades 9-14) emphasizes occupational specialization. Students select one or two career areas for intensive and extensive exploration and training.

Guidance and Counseling - Crucial to Career Education in grades 5-12 is the provision of a thorough system of guidance and counseling concurrent with instruction and skill development. Students engage in in-depth self-exploration, and evaluate their own aptitudes and interests in relation to career areas. They learn decision-making skills for choosing career options, changing career directions, and establishing and charting a course for the realization of personal career goals.

Placement Assistance and Follow-up - All students in grades 10-12 will be prepared to exit formal schooling not only through career preparation, but perhaps, more importantly, through active placement assistance in employment, post-secondary specialization or baccalaureate programs.

Alternative for Placement and Options for Exit and Entry - The post-secondary level focuses upon the following alternatives for placement: employment, specialization, re-training, baccalaureate programs. Options for exiting and re-entering each of these alternatives are emphasized.

Implementation of Career Education

Communication System

The achievements in Career Education in Broward County are based on a good communication system. Effort is made to inform and involve as many individuals and agencies as possible within the school district and total community about career education. Specifically, the communication system includes such groups as Task Forces, Resource Teams, and Communication Groups within project schools.

The communication group formed in each project school includes the principal, guidance personnel, a teacher from each grade level or discipline, three parents, three students, media and other specialists. This group plans the program for that school. Three guidance specialists and three curriculum specialists from the project staff maintain consistency of approach among the project schools. There is a curriculum specialist for the elementary schools, one for the middle schools and one for the high schools. The guidance specialists coordinate the activities of a set of schools.³

³A set of schools describes schools that feed one another: i.e., elementary to middle to high school.

Program Process and Content

Career Education in Broward County is conceived of as a process. Students are expected to develop specified awarenesses, attitudes, and skills. Most importantly, the process is the same at each level, K-14.

The eight elements of the process and the expected outcomes outlined below are part of the Comprehensive Career Education Model (CCEM) developed by Ohio State University: Self-awareness; Educational Awareness; Career Awareness; Economic Awareness; Decision Making; Beginning Competency; Employability Skills; and Attitudes and Appreciations. (Each student progressing through a career education program related to the eight elements should be able to operate in society in a manner consistent with the element outcomes.) The outcomes for each of the eight elements are: Self-identity; Educational Identity; Career Identity; Economic Understanding; Career Decisions; Employment Skills; Career Placement; and Self-social Fulfillment.

For this first project year we have identified three priority classifications for integrating the eight elements into the curriculum; we "must" include, we would "like to" include and "it would be nice to" include. In addition, we have specified development of a marketable skill as an element for the specialization component in order that this focus be emphasized in grades 10-14.

(The process of career education provides the structure for the development of curriculum.) The curriculum content is provided for the following 12 career clusters defined by the U.S. Office: Natural Resources, Manufacturing, Construction, Trade and Finance, Transportation and Communication, Government, Education, Health and Welfare, Personal Services, Product Services, Arts and Humanities, and Recreation and Entertainment.

Project Schools

Career Education is being implemented in six elementary, eight middle, five high schools and the Sheridan Vocational Center. Broward Community College and the Blanche Ely Community Center are also participating in the project.

Curriculum materials are currently being developed by teams of teachers within the project schools. The communication group of the school identifies (based primarily on the interests of the students and availability of careers in the local area) the career clusters to be used as the focus for curriculum. Interdisciplinary teams (composed of subject area teachers, home economics and other specialized personnel, guidance personnel, etc.) field test and revise curriculum materials with their own students before materials are used by other teachers.

Evaluation

One of our primary functions this first project year is further study and planning and is based upon continual evaluation of activities in the project schools. The most important part of the evaluation

process involves obtaining periodic feedback from the teachers, administrators and students about project activities. In this way, more realistic goals and implementation procedures are developed.

Summary

The two most pertinent, often-used descriptors of Career Education are "realistic" and "relevant" education. One goal of career education is to stress the relationship of subject matter materials to the performance of particular jobs. In other words, rather than continue to involve students in social studies, mathematics, etc., in which students may see no relationship to the world of work, an attempt is being made to integrate existing scope and sequences with awareness, exploration, and specialization activities related to twelve career clusters.

Another goal of the program is that a student leaves school with a marketable skill and has the option for re-entry into an educational program. Therefore, it is necessary that he be able to identify those career areas in which he is interested, and which will provide the kind of life style he desires. In order that students may be able to choose career areas, they progress through the twelve clusters twice on the elementary level. Following this exposure students are expected to select three or four clusters for in-depth exploration at the middle school level.

Concurrently, it is essential that students develop self-awareness and decision-making abilities so that they may continually evaluate their involvement in the school curriculum in terms of careers selected for exploration and specialization.

High school and post-secondary involvement, therefore, is based upon continual reassessment of personal goals and needs, and specialization, employment, re-training, etc., activities are pursued in the light of these personal awarenesses.

The overall goal of career education is to provide the student with skills, attitudes and knowledge which will contribute to his ability to enter the career of his choice. Career education may be a new term, but it is not a new concept. It provides an intellectual framework within which to rethink the total school curriculum and within which to conduct research.

Career education encompasses all the isolated inquiry and analysis that has been occurring in education within recent years. It stands out as an all-inclusive educational term under which is subsumed all academic disciplines, all teaching strategies, all educational environments. In other words, it is a focal point upon which all educational efforts may devolve and to which may be brought the best of thought in specific areas.

CAREER EDUCATION FOR THE COLLEGE BOUND:
AN IMPLEMENTATION MODEL

Kathryn W. Smith
Judy K. Davisson

Earlier in this issue, a College Bound Career Education program was presented as an overview of its objectives and theoretical base. The actual implementation began after considerable review of literature, brainstorming, and a questionnaire-survey of student interest in careers. After evaluating the survey results which revealed indecision, unrealistic concepts, and an interest in exploring careers individually, we presented our program for spring 1972 registration. From the registration list we conducted a pre-enrollment interview in May, 1972 for those students desiring to enroll in the course. The pre-enrollment interview and subsequent 9 weeks of teaching objectives follow:

Behavioral Objectives

The student will be able to:

1. Identify and verbalize his personal values, needs, interests, and goals and their relationship to his total life style and occupational preferences.
2. Collect and realistically assess information about his past academic record and experiences in terms of his future educational and occupational plans.
3. Systematically locate, utilize, and appraise occupational information from both primary and secondary sources.
4. Express his feelings and attitudes as he perceives himself in specific occupational roles.
5. Realistically summarize the abilities, experiences, and personal characteristics necessary for success in specific occupations.

PRE-ENROLLMENT INTERVIEW

Objectives

To become acquainted with prospective students.

To obtain preliminary information on student occupational preferences so that appropriate educational resources may be located prior to actual enrollment.

To differentiate those students who may benefit from the program from those who will not.

To organize a student planning committee.

Suggested Activities

The following interview questions may be asked of each student:

1. What career or career field have you selected?
2. Have you decided on a specialty within this career or career field?
3. How definite are you about your selection--Do you think you might change your mind?--Have you very definitely decided this is the career for you?
4. What made you decide on this career field?--Have you wanted to do this for a long time, or is it a recent decision? Did your parents help you decide? Teachers? Counselors?
5. Generally, how much do you know about the career--a great deal?--very little? Have you talked to anyone actually established in the profession?
6. Have you selected a college to attend or made plans for yourself after graduation from Uni?

Discussions:

1. Explain briefly the purpose of the program and ask each student what he expects to get out of the program.
2. Explain the purpose of the student planning committee, ask for suggestions concerning the organization and status of the committee, and seek volunteers to serve on the committee.

Week 1

Teaching Objectives

To clarify occupational preferences and to note changes in preferences during the time following pre-enrollment interviews.

To become more acquainted with each student's personal characteristics and attitudes.

To introduce and differentiate the meanings of the words "values" and "needs."

To create an awareness that each person is unique because of differing values and needs and that values and needs are always subject to change.

Suggested Activities

Interviews:

Briefly review each student's occupational preference and ask each student if he has revised his plans in any way.

Ask each student what he did during his summer vacation.

Discussions:

Ask the group to define "values" and "needs" and to give examples of each.

Present and discuss the questions:

"Do all people have the same values and needs?"

"Are your values and needs the same as they were five years ago?"

Assignments:

Read an article dealing with values, needs, and change.
Example: A condensed version of "Future Shock," by Alvin Toffler printed in *The Reader's Digest*, August, 1971.

Ask each student to list in rank order his values and needs.

Week 2

Teaching Objectives

To identify and clarify each student's values, needs, and interests.

Suggested Activities

Ask students to give their impressions of the condensed version of "Future Shock" (or another appropriate article dealing with values, needs, and change).

Give a value test. Example: *Values-II*, Extension Bulletin E-648, Michigan State University Cooperative Extension Service, East Lansing, Michigan.

Discuss the value test "scores."

Discuss with each student, his rank order list of values and needs.

Week 3

Teaching Objectives

To introduce the meaning of "goals" and their relationship to values, needs, and interests.

To present a systematic method of accumulating occupational information.

To introduce the students to sources of occupational information within the school.

Suggested Activities

Ask the students to define "goals" and give examples.

Present the question, "How are goals different from values, needs, and interests?"

Ask each student to list the three most important goals they would like to achieve in their lifetime, the three goals they would like to achieve in the next three years ...next 6 months...this month...this week...today.

Introduce the concept of job analysis as a process for obtaining pertinent job facts. Discuss job descriptions and job specifications.

Week 3

Suggested Activities

Describe the various sources of occupational information within the school.

Visit the counseling office or library and show the students how to use the occupational files, reference books, and so on.

Discuss the limitations and biases of printed occupational information.

Assignment: Prepare a job analysis for your selected profession. [References used: Beach, Dale S., *Personnel: The Management of People at Work* (New York: The Macmillan Co., 1965). Program developers revised it to apply to each type of profession or career in the class.]

Week 4

Teaching Objectives

To facilitate student analysis of occupational information and to assist the student in sorting out pertinent occupational facts.

To initiate each student's appraisal of his past working experiences, educational record and activities.

Suggested Activities

Discuss with the student his progress in making a job analysis of his chosen profession.

Describe sources of occupational information outside the school--where to write and where to go for additional information.

Introduce and describe how to write a letter of application and a résumé. [Fruehling, Rosemary T. and Bouchard, Sharon, *Business Correspondence/30* (Gregg Division, McGraw-Hill, 1971), 117-129.]

Assignment: Collect the necessary data and compose your own résumé.

Teaching Objectives

To complete each student's job analysis and to determine what occupational information is unavailable.

To assess student reaction to specific occupational information.

To informally introduce students to professionals with whom they will be meeting.

Suggested Activities

Discuss with the student his completed job analysis. Ask the student appropriate questions regarding his factual collection of information. [Hoppock, Robert, *Occupational Information* (McGraw-Hill, 1967), Chapters 3 and 11.]

Introduce professionals established in the occupation as sources of information.

Tell each student about the professional with whom he will be meeting--i.e., his name, specific occupation, title, telephone number, address, interests, specialties, etc. Discuss any questions the students may have about meeting with professionals.

Illustrate a procedure for keeping a log of meetings with professionals.

Assignment:

Make an appointment with a professional and meet with him before the next class meeting.

Keep a log listing questions you would like to ask the professional and record his responses. Also record in the log any reactions, questions, or thoughts you may have after the meeting.

Week 6

Teaching Objectives

To create an awareness of a relationship between values, needs, and goals and the ways in which occupations may enable a person to express his values, satisfy his needs, and meet his goals.

To create an awareness that non-occupational activities may also enable a person to express his values, satisfy his needs, and meet his goals.

To facilitate the expression of student thoughts after their initial meetings with professionals established in their chosen career field.

Week 7

Teaching Objectives

To inform parents of student progress and to solicit their understanding and help in student findings thus far.

Suggested Activities

Briefly summarize the activities of previous weeks in which values, needs, and goals were studied.

Present and explain the purpose of a worksheet (example attached) which students will use in summarizing their values, needs, and goals and in establishing the relationship of occupational and non-occupational activities to expressing values, satisfying needs, and meeting goals.

Ask each student to tell about his meeting with a professional.

Assignment: Begin working on the worksheet described. (Allow at least 2 weeks for completion.)

Suggested Activities

Parents were asked to come to school one evening. The objectives of the course were discussed. Questions were answered and their help was solicited in counseling with the students.

Hand out to parents: Pollock, Shirley, "How to Talk to Your Teen-agers," *The Christian Home* (October 1972), 21-23.

Teaching Objectives

To facilitate the collection of occupational information from primary and secondary sources.

To create an environment in which students may express their feelings and attitudes as they perceive themselves in specific occupational roles.

To facilitate the summarization of the abilities, experiences, and personal characteristics necessary for success in specific occupations.

After the first nine weeks, the course was conducted in two weekly seminar sessions using the client-centered approach.

Students continued interviewing professionals and shadowed students at the University of Illinois through a day of classes. In addition to the bi-weekly seminars, individual counseling sessions were held as needed. The final week was used to summarize with each student his growth in self-understanding and perception of his occupational preference and to determine the next steps, if any, which were needed.

In school systems where college evaluation, selection and application, are not thoroughly covered by the counseling staff, this would need to be a part of the first few weeks of instruction. Fortunately, in our school system the counselors perform a superior service in college selection and planning.

Both the students and the teachers felt they had learned many worthwhile life-adjustment and decision-making techniques, procedures for approaching problems through the use of occupational information, and methods of developing closer interpersonal relationships.

Suggested Activities

Ask each student to make weekly appointments with professionals.

Discuss with each student his observations and experiences in meeting with professionals.

Discuss self-selected readings or independent study activities with individual students.

Worksheet - Week 6

- #1. List your value test "scores" in order from highest to lowest.
Example:

19	Helpfulness	(Upper 1/3)
17	Independence, Learning	(Middle 1/3)
16	Security	(Middle 1/3)
13	Achievement	(Middle 1/3)
8	Authority	(Lower 1/3)

- #2. Do you think this test presents an accurate picture of your values?
Why or why not?

#3.

What is important to you?

List your *needs*, *values*, and *goals*.

Opposite each of these needs, values and goals, comment on the *ways* in which your chosen career field will help you to meet your needs and goals and to express your values.

- #4. If your career field does not provide you with the opportunity to meet *all* of your needs and goals or to express *all* of your values, list these values, needs, and goals along with activities which may fill in the gaps (i.e., marriage, activities you can participate in on weekends or your spare time, hobbies, clubs and organizations, etc.).

KNOWLEDGES NEEDED BY HOMEMAKERS AND WORKERS IN OCCUPATIONS
RELATED TO HOUSING AND DESIGN

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Ruth P. Hughes
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Whitmarsh,¹ in a study designed to ascertain knowledge in child development and guidance needed by mothers and by employees in selected occupations related to child care, identified some knowleges unique to the mother role, some unique to the employee role, and some common to both. Davis² did a subsequent study in the area of textiles and clothing. The present investigative method is similar to that of the Whitmarsh and Davis studies,³ and is an attempt to isolate items in another area of home economics.

The purpose of the study was to ascertain both homemakers' and practitioners' assessments of the kind and depth of knowledge in housing and design needed by homemakers and those needed by employees in selected occupations related to housing and design. To make this assessment, the investigator developed an instrument which contained the items of knowledge based on text and reference books on housing and design. The items pertained to (1) color and design, (2) wall coverings, (3) floor coverings, (4) window treatments, (5) furnishings, (6) accessories, (7) fibers and fabrics and construction, (8) miscellaneous topics, and (9) occupational topics.

The resulting list was reviewed by housing and design specialists, and their suggestions for changes and additions were incorporated. The final version consisted of the 100 items in Table 1.

The questionnaire was sent to one hundred homemakers and sixty-four persons employed in occupations related to housing and design.

The homemakers were randomly selected from West Virginia University Home Economics alumni living in West Virginia; employees were all designers listed in 1970 telephone books of the state of West Virginia.

¹R. E. Whitmarsh, "An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care (Doctoral Thesis, University of Illinois, 1966).

²Winifred Davis, "Knowledges in Clothing and Textiles Needed by Homemakers and Workers in Clothing Occupations," *Illinois Teacher for Contemporary Roles*, 12(1) (Fall 1968-1969), 31-52.

³Permission to use the Whitmarsh study as a basis for this study was obtained from Dr. Elizabeth Simpson, formerly Professor of Vocational Technical Education, University of Illinois.

TABLE 1

Items of Knowledge of Housing and Design Needed by Homemakers
and Employees in Occupations Related to Housing and Design

Variable Number ¹	Item of Knowledge ²	Homemakers	Housing and Design Practitioners
SELECTION, CONSTRUCTION, ARRANGEMENT AND HARMONY OF DECORATIVE MATERIALS AND ACCESSORIES			
Color and Design			
1.	Understanding how balance affects design.	C	B
2.	Understanding how harmony affects design.	C	B
3.	Understanding how rhythm affects design.	D	C
4.	Understanding how emphasis affects design.	C	B
5.	Understanding how proportion affects design.	C	A
6.	Understanding how line affects design.	C	B
7.	Understanding how texture affects design.	C	B
8.	Understanding how shape affects design.	C	A
9.	Understanding how space affects design.	C	B
10.	Understanding how color affects design.	C	A
11.	Understanding the uses of the color harmonies.	B	A
12.	Understanding how variations in value and intensity affect colors.	C	B
13.	Understanding how variations in light affect colors.	D	B
14.	Understanding how variations in texture affect colors.	D	C
15.	Understanding the relationship of design problems to color selection.	D	C
16.	Understanding the standards for selecting colors.	C	C
17.	Understanding purchasing color media.	C	C
18.	Understanding methods of applying color media.	C	C

¹Numerical list of the items of knowledge. The items of knowledge are the dependent variables of the study.

²An item of knowledge is a concept, principle, or topic in housing and design.

Note: The following criteria were used to establish levels of understanding needed for the items according to homemakers and practitioners: A was assigned to items with a mean score between 4.00 and 4.49; B was assigned to items with a mean score between 3.50 and 3.99; C was assigned to items with a mean score between 3.00 and 3.49; D was assigned to items with a mean score between 2.50 and 2.99; and E was assigned to items with a mean score between 2.00 and 2.49.

Table 1 (Continued)

Variable Number	Item of Knowledge	Job Category	
		Homemakers	Housing and Design Practitioners
Wall Coverings			
19.	Understanding the properties of the types of wall coverings.	C	C
20.	Understanding the relationship of design problems to selection of wall coverings.	C	B
21.	Understanding how to measure areas for wall coverings.	C	C
22.	Understanding the standards for selecting wall coverings.	C	C
23.	Understanding purchasing wall coverings.	B	C
24.	Understanding methods of applying wall coverings.	C	C
25.	Understanding how to care for wall coverings.	B	B
Floor Coverings			
26.	Understanding the properties of the types of floor coverings.	B	B
27.	Understanding the relationships of design problems to selection of floor coverings.	C	B
28.	Understanding the standards for selecting floor coverings.	C	B
29.	Understanding purchasing floor coverings.	C	B
30.	Understanding how to measure areas for various floor coverings.	C	C
31.	Understanding how to install various types of floor coverings.	C	D
32.	Understanding how to care for floor coverings.	B	C
Window Treatments			
33.	Understanding the characteristics of the various construction methods and materials used in windows.	D	D
34.	Understanding the characteristics of period and contemporary window treatments.	D	B
35.	Understanding the relationship of design problems to the selection of window treatments.	C	B
36.	Understanding how to care for window treatments	B	C

Table 1 (Continued)

Variable Number	Item of Knowledge	Job Category	
		Homemakers	Housing and Design Practitioners
Furnishings			
37.	Understanding the characteristics of period and contemporary furniture styles.	C	B
38.	Understanding the characteristics of the various construction methods and materials used in furnishings.	D	B
39.	Understanding the various finishes applied to woods.	C	C
40.	Understanding techniques for determining "authentic" antiques.	C	B
41.	Understanding how to refinish furniture.	D	C
42.	Understanding the standards for selecting furniture.	B	B
43.	Understanding purchasing furniture.	B	B
44.	Understanding how to care for furniture.	B	B
45.	Understanding the principles of furniture arrangement.	C	A
46.	Understanding the importance of traffic patterns.	C	A
Accessories			
47.	Understanding the relationship of design problems to selection of accessories.	C	B
48.	Understanding the standards for selecting accessories.	C	B
49.	Understanding purchasing accessories.	C	B
50.	Understanding how to arrange and/or display accessories.	B	B
Fibers and Fabrics and Construction			
51.	Understanding fiber properties.	C	B
52.	Understanding blends of fibers.	C	C
53.	Understanding the contribution of yarn structure to quality.	C	C
54.	Understanding weaves, knits, and other forms of fabric construction.	C	C
55.	Understanding physical and chemical finishes for fabrics.	C	B
56.	Understanding trade names for fibers.	D	C
57.	Understanding how to interpret labels.	B	B
58.	Understanding government regulations for labeling.	C	B
59.	Understanding the relationship of decorating problems to fabric selection.	B	B

Table 1 (Continued)

Variable Number	Item of Knowledge	Job Category	
		Homemakers	Housing and Design Practitioners
61.	Understanding the standards for selecting fabrics.	C	B
62.	Understanding methods of spot and stain removal from fabrics.	A	B
63.	Understanding the care of different types of fabrics.	B	B
64.	Understanding the coordination of fabrics, wallpaper and accessories.	B	B
65.	Understanding how to select, use and care for sewing equipment.	C	C
66.	Understanding the use of power sewing equipment.	C	C
67.	Understanding how to measure windows for various window treatments.	B	B
68.	Understanding how to measure furniture for slipcovers.	C	B
69.	Understanding how to measure furniture for upholstery.	C	C
70.	Understanding preparation of fabric before use.	C	C
71.	Understanding how to construct, adapt and alter patterns.	B	C
72.	Understanding how to cut fabric.	B	C
73.	Understanding construction processes such as seams, welting, hems, pleating, zippers, etc.	B	C
74.	Understanding how to follow construction guides.	B	C
75.	Understanding construction of curtains, draperies, swags, valances, cornices, jabots, etc.	C	B
76.	Understanding construction of bedspreads, coverlets, shades and pillows.	C	B
77.	Understanding construction of slipcovers.	B	B
78.	Understanding process of upholstering.	C	C
79.	Understanding how to alter curtains, draperies, bed spreads, coverlets, dust ruffles, swags, valances, and slip covers.	B	B
80.	Understanding how to repair curtains, draperies, bed spreads, coverlets, dust ruffles, swags, valances, and slip covers.	C	C
Miscellaneous			
81.	Understanding attractive and effective storage arrangements.	B	C

Table 1 (Continued)

Variable Number	Item of Knowledge	Job Category	
		Homemakers	Housing and Design Practitioners
82.	Understanding attractive and effective store window displays	D	C
83.	Understanding attractive and effective advertising.	D	B
84.	Understanding attractive and effective layouts.	D	B
85.	Understanding attractive and effective elevations.	D	B
86.	Understanding attractive and effective perspectives.	D	B
87.	Understanding how to install decorator items.	D	B
88.	Understanding the current design market and what it offers the consumer.	C	B
89.	Understanding the principles of employer-employee relationships in design establishments.	D	C
90.	Understanding qualities consumers expect of design aides.	D	B
91.	Understanding what design aides expect of customers.	D	B
92.	Understanding the importance of attitudes necessary for design aides.	D	B
93.	Understanding the personal qualities and abilities an employer expects of a design aide.	D	A
94.	Understanding the techniques necessary for performing the clerical tasks expected of a design aide.	E	B
95.	Understanding the procedure of "cost estimating."	D	A
96.	Understanding the importance of work orders.	D	A
97.	Understanding the importance of work simplification.	C	A
98.	Understanding the importance of safety practices.	C	A
99.	Understanding the importance of being flexible in job performance.	C	A
100.	Understanding the necessity of effective contacts with clients and trade personnel.	D	A

Respondents assigned a numerical score ranging from one to five to each item of knowledge in housing and design using the following key:

1. The performance of the job would require *no understanding* of this item.
2. The performance of the job would require *only limited understanding* of this item.
3. The performance of the job would require a *reasonable understanding* of this item.
4. The performance of the job would require a *considerable understanding* of this item.
5. The performance of the job would require a *thorough understanding* of this item.

The mean of the scores assigned by respondents was computed for each item. For purposes of this study, a mean score of 4.00 to 5.00 assigned to an item indicated that an extremely thorough understanding of that item of knowledge was needed. A mean score of 3.50 to 3.99 indicated a thorough understanding of that item of knowledge was needed. A mean score of 3.00 to 3.49 indicated a considerable understanding of that item of knowledge was needed. A mean score of 2.50 to 2.99 indicated a reasonable understanding of that item of knowledge was needed. A mean score of 2.00 to 2.49 indicated only limited understanding of that item of knowledge was needed. An item of knowledge was considered to be needed if the mean score was 2.50 or greater.

Of the 100 items of knowledge in housing and design, 4 were considered necessary by homemakers only, 49 were considered essential for the vocationally trained workers in housing and design, and 47 items of knowledge were deemed necessary by both groups.

One major objective of this study was to determine the opinions of homemakers and practitioners concerning the kind and depth of knowledge in housing and design needed by homemakers and employees in selected occupations related to housing and design. The following hypotheses were formulated and tested:

1. Some unique knowledges in housing and design are needed by homemakers and workers in selected occupations related to housing and design.
Since there were significant differences in ratings indicating depth of need on several items, hypothesis one was accepted.
2. Certain items of knowledge in housing and design are common to homemakers and workers in selected occupations related to housing and design.
There were several items with similar ratings, therefore hypothesis two was accepted.
3. The depth of knowledge in housing and design needed by homemakers and workers in selected occupations related to housing

and design is perceived differently by homemakers than by workers in selected occupations related to housing and design.

Since there were items perceived more important for each group, hypothesis three was somewhat supported.

Implications for Curriculum Development

The recommendations for curriculum development that follow are based on the analysis of the findings of the study and the writers' understanding of curriculum development in the public schools. The implications for curriculum development are based on the Simpson⁴ model for curriculum development in home economics at the secondary level. Simpson feels that home economics curriculum at the secondary level should be organized around these three major purposes of home economics education:

1. Preparation for homemaking and family life.
2. Preparation for employment in occupations utilizing home economics knowledges and skills.
3. Motivation and recruitment of college-bound students for professional careers in the field of home economics.

The findings from the summary of knowledges in housing and design considered necessary by homemakers and workers in occupations related to housing and design may be utilized in ascertaining which understandings in housing and design are common to all three purposes of home economics education and those which are unique to only one of these purposes. The common knowledges might be included in a core course and the knowledges which are unique to only one purpose might be included in advanced or separate courses.

It is recommended that an understanding of the items of knowledge needed in common by homemakers and workers in occupations related to housing and design be included in core courses at the high school level. An understanding of the items of knowledge needed by the homemakers and not by the employees should be included in a course which emphasizes the homemaking aspect of home economics education.

This study, and other similar studies, can also be used to assist development of curriculum for Vocational Education. The forty-nine items of knowledge in housing and design needed by workers in selected occupations related to housing and design might be included in courses which emphasize preparation for occupations utilizing home economics knowledges and skills.

Length of time spent on any aspect or combination of aspects of housing and design, sequence of presentation, age and grade levels at which the various understandings would be presented are to be based on evidence other than that presented in this paper. It should also be

⁴Elizabeth Jane Simpson, "Projections in Home Economics Education," *American Vocational Journal*, 40 (November, 1965), 41-43.

noted that his study was delimited to include only items of knowledge in housing and design. The investigators assume that units in housing and design would also be based on objectives which were in the affective and psychomotor domains and that learning experiences which were appropriate to attaining these objectives, as well as to attaining those in the cognitive domain, would be selected.

TEACHING TECHNIQUES IN CAREER EDUCATION

AN EXERCISE IN DECISION MAKING

Mary Doggett

Objectives:

To stimulate the students to think about the future: its possibilities and their need to prepare for it.

To give insight into the role of women in the working world.

To provide the student with information on how to prepare for the working world.

To encourage the student to make necessary preparations needed for securing a job.

To encourage students to seek help when they have questions or problems about getting a job.

This story could be followed by a role play between Lisa and the guidance counselor. The counselor could be played by the teacher, a resource person, or a student who has previously discussed this role with the teacher.

A discussion could also follow including questions such as these:

1. Does one need to prepare for a job?
2. How can one prepare for work after school if preparation is necessary?
3. How important a factor is school work in getting a job?
4. Why is it as important for a woman to be able to get a job as a man?
5. What jobs are available to women?
6. How can one go about getting a job?
7. Who can help a person to get a job?

JENNY'S DILEMMA

Jenny almost got run over trying to find a table in the school lunch room. When she finally did, she sat down wearily. This definitely was not her day. She had a big problem on her mind. She was wondering what to do.

Suddenly a voice broke through her thoughts. "Hey, Jenny, mind if I sit down?" It was Lisa, a good friend.

"Oh, no," Jenny replied. "Please join me. I need the company."

Lisa sat down and studied her friend's face. "What's wrong, Jenny?" she asked. "You look worried."

Jenny had been wondering about her problem all morning. Now it had to come out. "It's my school work," she finally answered. "I don't think I'm doing as well as I should. I am not learning anything useful."

"Oh, Jenny, don't worry about that!" Lisa exclaimed, "Who cares about school anyway?"

"I do!" Quite surprised by this interruption, Jenny and Lisa looked up to see Bob Waller sit down at their table. "May I join you? Or is this gab session for 'ladies only'?" he asked mockingly.

"Oh, no," Jenny spoke up. "We were just discussing the importance of learning useful information in school."

At that moment several other kids came and sat down at their table. There was moaning and groaning at the mention of school work.

"It's very important to do well in school for you to be able to go on to college," Bob continued. "I have to get good grades to get into the college I want."

"I never intend to go to college though," Roger broke in. "But I know I have to develop some skills to get a job. And grade recommendations are important for this."

Lisa was getting bored. "Who cares about college and jobs? This is for boys *not* girls," she exclaimed. "I am going to get married and be a housewife when I graduate. Besides, what else is there?" she asked.

"I know lots of women who work," Bob answered.

"Sure, my mom works all the time for me," Jerry added laughing.

"We're not talking about that kind of work, Jerry," Susan broke in. "We are talking about women working outside the home for money. I read something interesting the other day. A woman can be trained to do almost any job a man can do. This means she could get almost any kind of job she wants."

Jenny had been listening to all this. Everyone had been saying what she was thinking. She felt she needed to do well in school so she would be prepared for a job later. Finally she said, "One thing worries me. What if I don't prepare for work after school? Then I find out I need to work. Suppose my husband gets sick or hurt and can't work . . ."

"Or suppose he doesn't make enough money to buy things you need and want," Susan interrupted.

"Or that you get tired of staying at home and keeping house," Mona added. "What then?" Mona had been thinking about the same problem. She was glad to hear what the others had to say about it.

"This is the way I see it," Jenny continued, "You need to be able to get a job in case you want to get one later. That is why school is important."

Just then the bell rang. Everyone hurried his separate way to class. Many of them forgot their conversation. But Lisa didn't. She had never thought about getting a job. But now she did. She could see she might *need* to get a job some day. Or maybe she would *want* to work after all. She didn't know there were so many things women could do.

She wanted to find out more about this. She didn't know who to ask though. Then she remembered the guidance counselor. He had said that anyone could come in and talk to him any time. He said he would help with problems. He would answer questions.

DID YOU KNOW!¹

Mildred Griggs

Objective: To provide some facts about women's lives.

Principle: There has been a continuous pattern of change in women's life styles.

Technique 1: The teacher can provide the students with the following data. Students can discuss why they think the changes occurred and their reaction to the changes.
or

Technique 2: The teacher can prepare a test based on this data that need not be graded. It may be interesting to provide the 1920 data and ask the students to guess the answers for 1970. This can be followed by a discussion of the reasons for the changes and their reactions to them.

Content:	<u>1920</u>	<u>1970</u>
Life expectancy of a baby girl	55	74
Number of girls graduating from high school for <i>every 100 girls</i> 17 years old in the population.	20	78
Number of women graduating from college for <i>every 100 women</i> 21 years old in the population.	2	19
The percent of all women who are in the labor force.	23%	43%
The age and marital status of the average woman worker.	28 (single)	39 (married)
<i>Today</i> what is the:		
1. Average age that women marry?		(21)
2. Average age at which the last child is born?		(30)
3. Average age at which the last child is in school?		(35)
4. Average age at which the last child is through high school?		(45-48)
5. Chance that a girl will work at some time during her life? (9 out of 10 girls work some time during their lives; most can expect to work and have 30-35 years of active life after the youngest child has entered school.)		
6. Proportion of the labor force that is made up of women? (2 out of every 5 workers are women; 3 of every 5 working women are married [and living with their husbands]; 31 million women are in the labor force, and by 1989, it is predicted, 36 million women will be in the labor force.)		

¹From the U.S. Department of Labor, quoted in "Some Data About Women's Lives and Women Students," The Committee on the Status of Women, University of Illinois, 1971.

EMPLOYMENT CASE STUDIES FOR THE CLASSROOM

Mildred B. Griggs

Case studies can be used to get ego involvement without putting the students' own personal behavior on display. They can be designed to illustrate situations that students can relate to personally, yet not be personal.

The situations presented below can be used to initiate a discussion or written exercise through which students can clarify values, examine attitudes, illustrate principles and learn new information about employability.

*

Sally has a job. She works 16 hours a week at \$2.00 per hour, and gets paid every two weeks. Sally expected each paycheck to be \$64.00. When she finally received her first check, it was written for less than that amount. Somebody had made a mistake, she thought. She went to see the manager. The manager told her that a certain amount had been taken out for social security and federal and state income tax.

Why were the deductions made?

Will she ever get any of the money back?

How did they decide the amount that was deducted?

*

William is a bank teller. He often dreams of eventually becoming the president of the bank. His fellow workers think he is a bore! He argues with them, accuses them of his mistakes and never wants to do his share of the work.

There have been so many complaints about his attitude that the personnel manager decides to watch him. He overhears William say rudely to a customer, "As many times as you have been in this bank, you should know how to fill out a deposit slip! So go and fill one out!"

How would you feel if you were the customer?

Is this kind of behavior likely to cost William his job?

*

Jill is secretary for a small plumbing company. Her office hours are 8:00 a.m. to 5:00 p.m. with an hour off for lunch. She is supposed to take calls for the plumber, send out bills and keep his business records straight.

Jill is usually in the office alone. Her employer trusts her and expects her to report to work on time and to do her job.

Every morning she calls her mother and sisters and talks for hours. Customers cannot get her on the phone. Her employer is losing business.

Is she being responsible? What does being responsible mean?

If she were working for you, would you fire her?

*

Susie is a cashier in a grocery store. She works after school each day. Susie, who is overweight, says she is a "night person" and seldom gets to bed before 2:00 a.m. and has to get up at 7:00 a.m. each morning. A friend told her about a special diet that would help her lose weight, almost 5 pounds a week. She could have 1000 calories a day the first week, 900 calories a day the second week, and 800 calories a day the third week.

During the second week, Susie became irritable. Schoolwork was a real chore. She was impatient and rude to the customers in the store. Several of them complained to the store manager about her behavior. The store manager thought he might have to fire her.

What is Susie's problem?

Is it likely that she is getting adequate rest and nutrition?

What foods could she eat and stay within her calorie allowance?

Will they provide all of the nutrients that she needs?

Why was the store manager going to fire her?

*

May is seventeen years old. She has a summer job as a waitress in a restaurant. May is paid a small hourly wage. The owner of the restaurant told her that the waitresses and bus boys and girls earn more than the minimum wage through tips from the customers.

Many tourists stop at the restaurant. They leave generous tips because they like the food and the service they receive.

The service is good because the waitresses and the bus boys and girls work well together. The bus boys and girls quickly clear away soiled dishes and put out clean silver and napkins. The waitresses take orders, and serve the food.

Most of the customers leave tips on the table. The waitresses pick up the tips. The owner of the restaurant asked all the waitresses to report the amount of money they get in tips so they can share it with the bus boys and girls.

May does not want to share the money. She reports less than half of her tips. The owner and the other workers discovered what she was doing.

Is May being dishonest?

Is she being fair to the other workers?

How can this affect her relationship with the other workers?

If you were the owner of the restaurant, what would you do?

*

Chuck applied for a sales job in a department store. He filled out the application form and took a math test. He had to add, subtract, multiply and divide on the test. One question was "If neckties are on sale 3 for \$10.00 and a customer bought only one, how much would it cost?"

The manager told him that he had to get at least 26 of the 30 problems correct to be hired.

Why does a salesman need to know how to do these things?
What happens if he charges too much, or too little?
What tasks does a department store salesman perform?

*

Tom is an attendant at a parking lot. Customers bring their cars into the lot and Tom drives them into the parking area. He drives them recklessly. Sometimes he dents the fenders, nicks the paint and pulls the chrome off. One day another attendant told him to drive more carefully, that he was damaging the cars. Tom replied, "So what, they don't belong to me."

Would you hire a person like Tom to do a job for you?

*

ANSWERS TO CROSSWORD PUZZLE ON NEXT PAGE

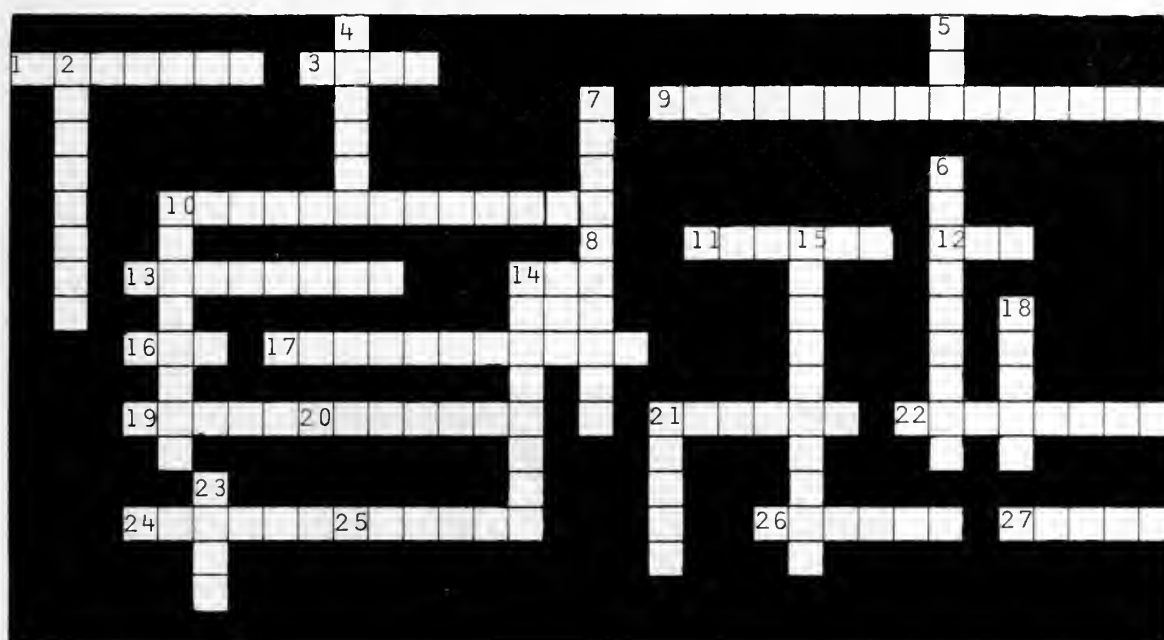
Across

1 & 3 Minimum wage
9 Responsibility
10 Employer
11&12 Income tax
13 Aptitude
16&17 Job application
19&20 Self-concept
21&22 Social security
24&25 Gross income
26&27 Hourly wage

Down

2 Interest
4 Salary
5 & 6 Job interview
7 & 8 Net income
10 Employee
14 Attitude
15 Occupation
18 Value
21 Skill
23 Goal

EMPLOYMENT TERMINOLOGY CROSSWORD PUZZLE



Across

- 1 & 3 The least amount of money the government allows to be paid per hour for certain occupations.
 9 The job or task which one is expected to perform.
 10 The person or company that one works for.
 11 & 12 A percentage of one's yearly income that is paid to the government.
 13 A natural ability to learn, or interest in certain subject matter or skill.
 16 & 17 A form that one is often asked to fill in when looking for a job.
 19 & 20 What one feels or thinks about himself.
 21 & 22 A system in which the employer, employee and the federal government put money aside to be collected by the worker when he becomes dismissed or retires.
 24 & 25 The total amount earned before deductions are made.
 26 & 27 The amount of money paid for each hour of work.

Down

- 2 What one enjoys, likes to do, or is curious about.
 4 What one is paid at a regular time for performing a job.
 5 & 6 A meeting between an employer and the person looking for a job.
 7 & 8 Amount of salary received after deductions are made.
 10 One hired to work for a person or company.
 14 The way one thinks, feels and behaves.
 15 The work one does to earn an income.
 18 A thing or feeling that is important to a person.
 21 The ability to perform a task or job well.
 23 What one wants to do or accomplish by a certain time.

BUILDING CAREERS IN FOODS

Kathryn McCormick
Tuscola High School
Tuscola, Illinois

Bulletin boards can be excellent teaching techniques. This one is designed to make students aware of the cluster of careers in the food service industry. Students can read the job descriptions as they open the doors. These pages can be run through a copy machine and cut into sections for immediate use.



<p>ENTER HERE</p> <p>WORLD OF WORK COMPETENCIES</p> <ol style="list-style-type: none"> 1. Understands principles of personality and personal habits in relation to employability. 2. Has a desire to work and contribute to society. 3. Understands the need to learn skills to become employable. 4. Understands the need for experience and increased skills for advancement in the work scheme. 	<p><u>Advancement:</u> May move to third floor by:</p> <ol style="list-style-type: none"> 1. Developing skills to a high degree so that advanced and intricate designs and bakery items may be mass produced by this worker. 2. May go into other jobs requiring precision work with equipment and art, design skills such as: <ol style="list-style-type: none"> a. Graphic design. b. Designing of Greeting Cards and other publications. c. Tooling leather by making intricate designs in the leather with precision instruments. <p>-2-</p> <p>cont'd.</p>
<p>CAKE DECORATOR</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Has mastered ground floor competencies. 2. Has gained experience in a first floor job which gives him general baking skills and sanitary kitchen techniques. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Creates special bakery items for general sale. 2. Prepares specific bakery items to fill customer orders. 3. Understands how to operate cake decorating equipment and other equipment necessary in baking. 4. Has a creative flair and general artistic and design skills. <p>cont'd.</p>	<ol style="list-style-type: none"> 3. May advance through experience and increasing skills within the cake decorating area or advance further by education in present career or go into related careers as mentioned above to: <ol style="list-style-type: none"> a. take, interpret, and fill orders. b. be able to plan work sequences to finish orders. c. has developed speed, accuracy, and work simplification skills needed for efficient workmanship. such as: <ol style="list-style-type: none"> 1) packaging orders in a mail order house. 2) working as a sales person. 3) working as a hospital or in an institution as a dispensary person. <p>-3-</p>

<p>COOK'S HELPER</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Has mastered ground floor competencies. 2. Experience in the home in food preparation, school experience or other employment experience would ease entry into this job. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Will clean and prepare vegetables and other foods so that they will be ready for further final preparation by a more skilled worker. 2. Uses sanitary procedures near food. 3. Can find and use kitchen equipment necessary. 4. Performs procedures proper for cleaning kitchen areas. <p>cont'd.</p>	<p>COUNTER BOY OR GIRL</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Has mastered ground floor competencies. 2. Experience in general food preparation would be useful but not necessary for entry. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Serves salads, vegetables, meats, etc., as indicated by the customer. 2. Scrubs and polishes counters, steam tables, and other equipment. 3. May brew coffee and tea. 4. May replenish foods at serving stations. <p>cont'd.</p>
<p><u>Advancement:</u></p> <p>May move to second floor by:</p> <ol style="list-style-type: none"> 1. Experience and observation of other jobs within the food area or other career areas using service skills of such as a receptionist of various sorts, hostess, or sales clerk, who would also be meeting and serving people. 2. Further education may also aid advancement. 	<p><u>Advancement:</u></p> <p>May move to second floor through experience and/or further education.</p> <ol style="list-style-type: none"> 2. With these skills the worker could advance into a cook's job, a specialty cook's position, or perhaps go into other jobs requiring two or more workers to complete a job such as: factory assembly lines; tailors helper; photographers aide; etc. <p>-2-</p>

<p>DIETARY AIDE</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Understands basic ground floor skills. 2. Has basic understanding of kitchen procedures and preparation techniques. 3. May have experience in taking and filling specific orders. 4. May have a knowledge on special food needs caused by certain disease conditions. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Prepares some food items such as toast, simple desserts and salads. 2. Sets up plates, glasses, cups, saucers, cereal bowls, silverware, napkins, and seasonings for tray line. <p>cont'd.</p>	<ol style="list-style-type: none"> 2) supervise a small business or factory unit where many skills are necessary to supervise and assist in. 3) further apprenticeships or education may further advancement. <p>-3-</p>
<p>DISHWASHER</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Has mastered ground floor competencies. 2. Has a sense of order plus good coordination and listing strength. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Sorts and scrapes dishes and equipment before washing. 2. Cleans dishes and equipment necessary for the place of employment. 3. Logically stacks cleaned equipment in sanitary manner so as not to contaminate cleaned items. 4. Returns cleaned items to designated area for reuse. <p>cont'd.</p>	<p>cont'd.</p> <ol style="list-style-type: none"> 3. Works as a member of the dietary team, rotating job responsibilities as outlined by supervisory personnel. 4. Helps other employees when own job is completed. 5. Assists in management of dietary office. <p><u>Advancement:</u></p> <ol style="list-style-type: none"> 1. By observation and experience may advance in dietary and food specialty areas. 2. May go into other jobs requiring: <ol style="list-style-type: none"> a. feeling for accuracy in filling orders. b. knowledge of all kitchen operations. c. ability to be versatile and carry out many tasks during the day, such as: <ol style="list-style-type: none"> 1) cook supervisor for a nursery school, cafeteria, or nursing home where special foods may be necessary. <p>-2-</p>

<p><u>Advancement:</u> May move to second floor by:</p> <ol style="list-style-type: none"> 1. Gaining skills in general work and employability skills. (World of Work) 2. Observation of other jobs within the food area or other career areas using cleaning area categorizing and standard process procedures such as: <ol style="list-style-type: none"> a. industrial jobs requiring a person to prepare an object for a specified process, taking the item through the process and then stacking finished items for boxing or further process down the line. b. jobs in cleaning establishments which also use various cleaning liquids and techniques. <p>-2-</p>	<p>FOOD DEMONSTRATOR</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Have mastered ground floor skills. 2. Has first and second floor experience and skill in personality development, food preparation skills, customer relations, and an interest in salesmanship. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Creates buying interest on the part of the public, by demonstrating and explaining qualities and functions of merchandise. 2. May be selling a specific type of product for a specific establishment. 3. May travel to various groups to show products. <p>cont'd.</p>
<p>c. a job as a technician in a hospital or other laboratories who need people to do specific operations and are aware of sanitary and safety standards.</p> <p>d. A person could also advance through apprenticeship in specialty food jobs or perhaps kitchen management jobs of overall maintenance jobs in the kitchen</p> <p>-3-</p>	<ol style="list-style-type: none"> 4. May work with various communications media in selling products such as radio or television. <p><u>Advancement:</u></p> <ol style="list-style-type: none"> 1. Through experience and observation may advance to overall advertising manager for the firm or other firms. 2. May go into other related jobs because of skills in: <ol style="list-style-type: none"> a. Salesmanship. b. Communications techniques. c. Personality development. d. Creativity and interest development skills in such jobs as: (note 1 and 2) 3. Become a public relations and promotion director for all types of firms. 4. Design advertising and display layouts. <p>-2-</p>

<p>HOME CATERER</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Has basic ground floor capabilities. 2. Has gained skills in first and second floor in business management, creative cooking, personnel management, public relations, and independent decision making. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Takes and assists customers in ordering food for home parties and occasions. 2. Directs and assists many kitchen personnel in filling specified customer orders. 3. Directs the transportation and service of food to the customer. 4. Keeps records of business transactions--carries on general independent business operations. cont'd. 	<p>3) public service jobs which help the public understand available opportunities to meet their stated needs.</p> <p>-3-</p>
<p><u>Advancement:</u></p> <ol style="list-style-type: none"> 1. May specialize business in catering area into social kinds of catering, e.g., weddings, business banquets, or enlarge present operation into a larger geographical area with more work crews, etc. 2. Other areas may be open to an individual with this background because of: <ol style="list-style-type: none"> a. skills in directing a small business. b. ability to coordinate a multi-step operation. c. ability to work with the public in meeting specified requests such as: <ol style="list-style-type: none"> 1) small factory with several workers producing a simple finished product or product for further processing. 2) management jobs in various career areas. <p>-2-</p> <p>cont'd.</p>	<p>COOK</p> <p><u>Entry Requirements:</u></p> <ol style="list-style-type: none"> 1. Understands basic ground floor skills. 2. Has gained background experience in some first floor occupation in general kitchen operation procedures and food preparation techniques. <p><u>Job Description:</u></p> <ol style="list-style-type: none"> 1. Prepares and cooks to order all kinds of foods, according to a recipe. 2. Usually found in small establishment not employing a number of skilled specialists. <p>cont'd.</p>

<p>Advancement: May advance to third floor by:</p> <ol style="list-style-type: none"> 1. Experience in particular job area; may go on to a specialty area of food preparation by personal skill development, apprenticeship or further schooling. 2. May move into other job areas requiring the ability to supervise other workers. <p>-2-</p>	<ol style="list-style-type: none"> 4. Observes and evaluates employees' performances to devise methods for improving efficiency and guard against theft and wastage. 5. Reports shortages and requisitions replacement of equipment. <p>Advancement: May advance to third floor by:</p> <ol style="list-style-type: none"> 1. Experience in steward's job which will give him general management and personnel management expertise. These skills would allow the individual to obtain such jobs as: <ol style="list-style-type: none"> a. Manager of both food and nonfood operations. b. Go into other management jobs in department stores, hotels, and large institutions. 2. Further apprenticeships or education may aid advancement. <p>-2-</p>
<p>KITCHEN STEWARD</p> <p>Entry Requirements:</p> <ol style="list-style-type: none"> 1. Understands basic ground floor skills. 2. Has gained background experience in some first floor occupation in general kitchen procedures and has some management and personnel relationships capabilities. <p>Job Description:</p> <ol style="list-style-type: none"> 1. Assigns other non-cooking employees in kitchen cleaning activities. 2. Inspects kitchens, washrooms, and equipment for cleanliness and order. 3. Hires and discharges employees, and reports time and production records. <p>cont'd.</p>	

WANTED: ONE WAITRESS¹

Mona Ellard
Home Economics Teacher
Bentley Senior High
Flint, Michigan

The following slide presentation was made to show the aspects a girl must consider before applying for a waitress job and the skills she must learn before applying. It is being used in an occupational foods class called "Food Science" for eleventh grade students in Flint, Michigan.

A local restaurant was contacted for use of their facilities and one of their attractive waitresses was asked to pose for the pictures. The pictures were taken to correlate with each of the script dialogue. The waitress was positioned and instructed according to the learnings and objectives prepared in advance. The scenes were then photographed. A cassette dialogue was taped to explain each slide as it was flashed on the screen.

The basic points covered in the presentation were the:

1. Michigan state requirements for a waitress.
2. Different types of restaurants which create variety in the duties of a waitress.
3. Essentials of personal grooming for a waitress.
4. Principles of tablesetting practices.
5. Principles of serving techniques.
6. Essentials of bookkeeping.
7. Duties other than waiting on customers.
8. Income expectations.
9. Numerous job opportunities for a waitress.

Behavioral Objectives

1. The students will recall in class discussions the basic duties of a waitress as seen in the slide presentation.
2. The student will set an individual cover correctly, using the information obtained in the slides.
3. The student will practice serving another student the entire meal consisting of an appetizer, salad, main dish, dessert and beverage, according to techniques learned in the slide presentation.

¹Prepared for Curriculum Development in Waitress Training, Michigan State University, Summer, 1972, Dr. Kathryn W. Smith, Instructor.

4. The student will be able to recognize effective waitresses through evaluation of one-minute skits on good and bad waitresses.
5. On a test, the student will list five areas of good grooming necessary for a neat and orderly waitress as shown on the slides.
6. The student will be given a take-home checklist, to be turned back in a week, on which two waitresses are evaluated from visits to local restaurants using the slides as a basis for comparison.

For the Classroom

1. Title slide

Today's presentation is called "Wanted--One Waitress!" Have you ever considered being a waitress?
Perhaps you have seen such a sign as this and thought "Why don't I go in and apply?" But before emotions could rule, you had turned away to consider another job you knew more about.
2. Attractive Restaurant

Many of you will be seeking employment in the near future. There are many job opportunities open in food services such as being a waitress and probably some of you could qualify. There are basic criteria that must be considered before applying for that waitress job. Are you 16 years old? Well good! then you are ready to start applying for jobs in small cafes and family restaurants. But you must be 18 years of age to work for a liquor licensed restaurant.

So now let's look at the possibilities. There are many different types of waitress jobs available.
3. Drive-in

It could be a drive-in place where there is little contact with the customers and a casual atmosphere.
4. Cafeteria

A cafeteria also lends itself to another situation, with service as the key part of the waitress job.
5. Small cafe

Or it could be a small cafe with many steady customers and you being called upon to do other things besides serve people.
6. Large restaurant

The large restaurant deals in formal dining and creates a feeling of order and function.

No matter what situation you select, every waitress must have certain basic instruction in grooming, tablesetting and service.

7. Waitress smiling and serving a customer.

In addition a person who wants to become a waitress must have a "personality plus" which makes her a pleasure to work with and a good representative of their restaurant.
8. Waitress in full dress

Each restaurant may require a particular form of dress, perhaps it is a black dress, hot pants, dress uniform, slacks or smocks. Sometimes the restaurants will supply you with the outfit but most of the time your dress will be at your own expense.
9. Girl with apron

An apron is usually a part of your basic dress and handy for carrying such things as guest checks, pencils and of course tips! The apron should be neatly pressed and free from stains.
10. Shoes

Shoes are an important consideration since you will be on your feet all day. Flat, comfortable and clean shoes are essential.

As stated before, you are representing your employer and restaurant. A first impression of you should always be good.
11. Hands

A little extra time spent in good grooming is important for a waitress. Clean hands with well-shaped nails and bright shiny teeth shaped into a smile certainly would not be to your disadvantage. And let's not forget that your hair should also be clean and shiny but pulled back or away from your face.
12. Hair and bright smile
13. Tablesetting with people

Many of you have set the table at various times but setting it in front of someone is entirely different and correct tablesetting procedures are important.
14. Plate

By looking at this cover, you can see that the plate is centered and placed 2" away from the edge of the table.

15. Knife added
The knife is placed to the right of the plate with the blade side facing the plate.
16. Spoons added
The spoons are then placed next to the knife. If soup is to be served, the soup spoon is placed on the outside.
17. Show soup spoon
The rule to remember is that a person uses the silver from the outside in.
18. Forks are added
On the left side of the plate the forks are located. Depending on your particular restaurant, the dessert fork may be served with the dessert.
19. Water glass
Beverage glass
Coffee cup
The water glass is placed at the top of the knife and if a beverage glass is used it is placed just to the right of the water glass and at the top of the spoons. The coffee cup is placed on the far right of the spoons.
20. Full place setting without the napkin
The salad, bread-and-butter and dessert plates' locations on the cover will depend upon the particular menu choices. They are usually placed to the top left side of the plate.
21. Napkin added
The napkin is placed to the far left of the forks unless your restaurant has a napkin holder or provides decorative napkins which are placed in the center of the cover.
- These simple tablesetting methods are a must for a good waitress. Here are some basic techniques in serving which will also help you make your customer's dining a pleasure.
22. Waitress serving water and menus
Serve water and the menus at the same time but do not stand over the customers. Give them a chance to select. The customers will usually close their menus as a cue that they are ready to order.
23. Waitress serving an individual
Do not reach over one customer to serve another. This is very difficult to do if your restaurant has booths.
24. Waitress serving coffee
Ask your customers if they would like coffee now or with their meal. Do not fill the coffee cups full, they may

want to add cream and sugar. Remember to always pick up the cup and saucer when pouring the coffee. And don't forget that second cup of coffee.

- 25. Serve food and clear left
- 26. and drink right

Serve all drinks from the right and serve all food and clear all dishes from the left. Make sure you clear the dishes of one course before adding a second course.

- 27. Fallen silverware

As a waitress, you must keep your eye for fallen silverware and spills, especially if children are present. Clean immediately.

- 28. Waitress taking order

If a food is ordered that usually takes a long time to prepare, make sure you inform the customer. He may not have the time to wait and he may prefer selecting something else.

- 29. Waitress talking to customer

Don't forget to check back to see if the customer is satisfied.

These techniques will help to insure a pleasant time for you and your customer.

- 30. Waitress talking with customer with menu

A waitress' main concern is her customer. To be a well-informed waitress make sure you are familiar with the menu and prices. With this knowledge you can easily make suggestions to people on special diets. A pleasant attitude should be a necessity at all times. You will serve many kinds of people, some very unpleasant but the majority are a delight to serve.

- 31. Cook reading guest checks

In taking an order make sure to write everything down. It saves time in the kitchen and makes you appear as a very skilled person. Every restaurant has its own way of writing up an order, make sure you understand the process. Don't forget to price the items, it will eliminate mistakes later.

- 32. Number on tables

To assist you in getting an order to the correct table, make sure you put the table number on the guest check. Nothing is so embarrassing as having a bowl of chili con carne and forgetting who ordered it.

33. Two waitresses waiting on customers
- If there is more than one waitress, you will have special tables assigned to you to wait on. These tables are called your station. Sometimes when business is not busy you may decide to take turns waiting on customers.
34. One person filling containers
- When business is slower, it may be your responsibility to help with general cleaning. You may have specific duties such as washing glasses, filling containers, cutting pies, making coffee and getting supplies around for the next busy rush.
35. Making coffee
36. Sweep floors
37. Wash windows
- Or you may be called upon to sweep floors, wash windows or help with the pots and pans so that your restaurant will run smoothly. Everyone is tired at the end of the day so pitch in if your duties are done.
38. Waitress at the cash register
- Another responsibility could be the cash register. This duty will take an ability to make change and work the mechanics of the register. Remember to report any mistakes immediately so that at the end of the day your amounts will balance. Some restaurants will require you to make up the difference if the money does not balance.
39. Boss and waitress
- Another of your concerns is to follow through on orders from your boss, quickly and well. It is to be remembered that the owner pays you for your services; therefore, you should do your best in accomplishing your responsibilities. It is usually the girl who sees work to be done and then does it who gets a raise.
40. Tip
- Tips are an important part of your income. Each restaurant deals with tips differently. All the waitresses may be required to pool their tips and share them equally. You may also have to cut in the cook, dishwasher and bus-boy too! Or you may be lucky enough to keep your own tips. Before you accept a job this might be an important consideration.

41. Waitress making coffee If you show pride in your work, look well groomed, have an attitude that you are happy to serve others and you have the responsibility to complete your duties, you will make a very successful waitress.
42. Waitress carrying food One of the biggest assets in being a waitress is the choice to select from a world-wide variety of jobs. To become a waitress can be a very profitable and exciting job, for it gives you an insight into everyday living.
43. Girl getting a tan Have you thought about working with people at Cedar Point or Disney Land or working on a winter's tan in Florida while being a waitress? There are many numerable opportunities for women in food service, being a waitress is just one.

References

A. Curriculum Guides

The Family Dinner Service Specialist, Washington, D.C.: U.S. Department of Health, Education and Welfare, 1965-1966.

The Supervised Food Service Worker, Washington, D.C.: U.S. Department of Health, Education and Welfare, 1965-1966.

B. Personal Studies

Johnson, Paula. "Developing an Occupational Foods Program." Michigan State University, Spring, 1972. Independent Study.

C. Community Resources

Pictures were taken in the following restaurants:

Scotti's Coney Island, Lapeer Road, Flint, Michigan
Ponderosa, Center Road, Flint, Michigan
A&W Drive in, Richfield Road, Flint, Michigan
Schensul's Cafeteria, Eastland Mall, Flint, Michigan

INNOVATIVE TEACHING TECHNIQUES--HOME ECONOMICS

Division of Home Economics Education
University of Illinois, Urbana-Champaign

Like other educators today, we at the University of Illinois are dedicated to improving our public schools for children, youth, and adults, to making teaching more relevant, more effective, more enjoyable. We know that students are often bored, and sometimes teachers are bored, too. We know that there are many reasons for this, and we believe that teaching techniques and materials are among them.

We are trying to help home economics teachers of youth and adults to improve their teaching effectiveness in two ways. First, in PROJECT HELLM (Home Economics Low Literacy Materials) we are producing reading materials for youth and adults who read at lower elementary levels. We think that the 20-25 million Americans in high school or beyond, who read below eighth-grade levels, deserve materials at adult interest levels which are within their reading capability. We have seen high school students who are unable to read the assigned text turn away in frustration and surly silence. They could have understood the concepts in the assignment if only the concepts had been stated in simpler, more interesting, more personal language. We want to help these students.

Second, we are trying to develop new techniques which make teaching and learning more exciting, more effective, and more fun. We are trying to help teachers individualize instruction so that students can do different things, proceed at their own pace, specialize and share. Some of our results are games, some are materials from which students can discover needed information, and some are self-teaching kits which can be used in a variety of ways.

In all of these materials, we have kept in mind the slow reader so that he may use them, too. We think that more able students need not be insulted since the concepts are the same as would be found in more sophisticated materials. After all, college graduates do not seem to require that the daily newspaper be written on 16th-grade level in order to enjoy it.

Following are brief descriptions, and an order blank, for those materials now available. Others are in process.

- A. HOME ECONOMICS LOW LITERACY MATERIALS. Booklets listed are third- to fifth-grade reading level, 6 x 9 inches with stiff cover.
 - A1. *Get Lost, Extra Pounds!* Cynthia Theiss. 15 pp. Illus. A study of two women who needed to lose weight. They learn that starvation is not the way and that they can eat a balanced diet, remain healthy, and still lose ten pounds in ten weeks.
 - A4. *Who Needs Calcium?* Carolyn J. Wax. 8 pp. Includes a quiz, with key, on why we all need calcium; a chart comparing calcium

needs of children and adults, pregnant and nursing women, males and females; and two exercises to relate diet to calcium needs.

- A5. *Safety! Children at Home!* Janet Tracy. 32 pp. Illus. In three stories of preschool children, the dangers of poisoning are told with emotion and some preventive measures suggested.

B. SELF-TEACHING KITS. These can be used by a single student in independent study or by a group, with or without a teacher.

- B1. *Hamburgers and You.* Janice Tronc and Judy Oppert. This kit teaches that a hamburger contains nutrients, which contain elements, which make up body cells, which constitute "body parts" which make the human body. Included are instructions for making a puzzle board with manipulable pieces, instructions to student, booklet, and answer sheet.
- B2. *Calories and You.* Carolyn J. Wax. The analogies, explanations, questions and problems presented in the kit lead the student to discover the body's need for energy, the individual differences in relation to energy needs, what calories are and where they come from, other food values in relation to calories and specific calorie needs. The student would need a set of Comparison Cards* (not included).
- B3. *How to Use the Comparison Cards.* Janice Tronc. This kit explains, in step-by-step procedure and very simple language for slow learners, how to use the Comparison Cards of the National Dairy Council. The instructions to the student lead him to discover some nutrition information from the cards as he learns how to use them for further study. The student would need a set of Comparison Cards, not included with the kit.*
- B4. *Let Protein Work for You.* Carolyn J. Wax. The first part of this kit uses case situations and related questions to illustrate how protein works for the body. In part two, the student classifies foods that are good protein sources into food groups and discovers what kinds of foods provide protein.
- B5. *Shopping for Protein--Calorie-wise and \$-wise.* Carolyn J. Wax. In part one of this kit, the student classifies foods as poor, good, or very good sources of protein, and discovers, in problems that follow, which foods are high in protein and low in cost and calories. In part two, the student makes food plans that are economical and that will provide him with 100 percent of his daily protein need. The student would need a set of Comparison Cards, not included with this kit.*
- B6. *A Pattern for a Balanced Diet.* Hazel Taylor Spitze. This kit contains instructions for making a jig-saw type puzzle with 72

*Comparison Cards may be obtained from National Dairy Council, 111 North Canal Street, Chicago, Illinois. Approximately \$2.00.

pieces, in five shapes, each representing a food. To work the puzzle, a student selects any 14 pieces that will fit the 10- x 12-inch board. The student times himself to see how long it takes to get a "fit" on the board, then writes down the foods that made it work, on the sheet provided, and without using any of the same pieces, works it again. After repeating this procedure four times, he discovers that the only pieces he has left are foods which do not help "balance" a diet. Then the foods on the sheet are categorized by type and totaled. The student discovers that every time the puzzle "works" there is a pattern of four pieces representing milk, cheese, ice cream, etc.; four pieces of a different shape representing bread or cereal; four of another shape representing fruits and vegetables; and two of a fourth shape representing protein foods like meat, eggs, peanut butter, beans, etc. They are able, by the shape of the pieces, to see which foods can substitute for which other in the diet. There is no mention of the "Basic Four" although this is the pattern they discover. Neither is there any mention of meals. An accompanying leaflet provides questions for the student to answer and suggests that other foods may be added to this "balanced" diet to provide the needed calories and suit individual tastes.

- C. GAMES AND SIMULATIONS. (Most of our games and simulations are still in process but some should be available soon. The one below is ready for distribution and tryout.)

C1. *Nutrition Insurance*. Judith Oppert. A set of "insurance policies" for health. Some students may represent insurance agents and try to "sell" their policy to other students. Each competes with the other as they try to make theirs sound best. Each student "customer" could be given a set amount of calories with which to "buy" his choice of policies. "Premiums" consist of food choices which provide the needed nutrients to insure against the disorder. One of the learnings students discover as they contemplate the various premiums is that some foods pay the premium for several policies. Policies include: goiter insurance, nervousness insurance, diseased bones and teeth insurance, iron-deficiency anemia insurance, cell separation insurance, overweight insurance, underweight insurance, and wearing out insurance. An accompanying leaflet suggests some possible uses.

- D. REFERENCE MATERIALS. (The materials below are designed to use with "discovery" techniques of instruction and are suitable for slow as well as fast learners.)

D1. *Inside Information*. Carolyn J. Wax. "Inside Information" is basic nutrition information in very simple language about 11 nutrients that answer such questions as (in the case of calcium): What is calcium? Why do we need calcium? What happens if you do not get enough calcium? Who needs calcium? The information is printed so that it can be cut out and pasted on 3 x 5 cards to be filed, or to be put in the "Building Blocks of Food."

(See ILLINOIS TEACHER, Vol. XV, No. 3, Inside Information.) Color keying with Comparison Cards is suggested. An accompanying leaflet suggests some possible ways to use the "Inside Information" in teaching.

- D2. *Bibliography of Low Reading Level Materials in Consumer Education.* Gail Vander Jagt. This is an extensive, annotated bibliography of materials available at elementary reading levels. It is reprinted from ILLINOIS TEACHER, Vol. XV, No. 2.
- D3. *Nutritive Values of Common Foods in Percent of RDA.* (The "Percent" Charts.) Computations were made by Gail Vander Jagt. One hundred and seventy-four foods have been taken from USDA Home and Garden Bulletin No. 72, and translated into percent of RDA for calories and eight nutrients, using as the 100 percent reference the woman 22-35. The foods are grouped as follows and alphabetized within groups: Milk and milk products; meats and eggs; vegetables; fruits; cereals; breads, cakes, and pies; other sweets; fats and oils; and miscellaneous. The charts may be utilized in many games, simulations, learning quizzes, self-teaching kits, etc. An accompanying leaflet suggests some possibilities.
- D4. *Approximate Nutritive Values of Common Foods.* (The "X" Charts.) Computations were made by Gail Vander Jagt. These charts are the same as above, except that instead of numbers showing exact percents, values are shown with X's, each of which represented approximately ten percent. Younger children and slower learners might more easily add ten X's to reach the optimum 100 percent than they could add actual figures. Some accuracy is lost in the rounding, of course. Nevertheless, anyone can see at a glance that the more X's they see opposite a food, the more nutritive value it has. An accompanying leaflet suggests some possible uses.

ORDER BLANK*

Please indicate how many of each item you wish to order in the blank provided. Send order with remittance (payable to the University of Illinois) to:

ILLINOIS TEACHER
342 Education Building
University of Illinois
Urbana, Illinois 61801

A. <u>Low Literacy Booklets</u>	Price	Quantity	Amount
A1. Get Lost, Extra Pounds!	\$.25	_____	_____
A4. Who Needs Calcium?	.25	_____	_____
A5. Safety! Children at Home!	.25	_____	_____
 B. <u>Self-Teaching Kits</u>			
B1. Hamburgers and You	1.00	_____	_____
B2. Calories and You	1.00	_____	_____
B3. How to Use the Comparison Cards (Rev. 10/1/72)	1.00	_____	_____
B4. Let Protein Work for You	1.00	_____	_____
B5. Shopping for Protein	1.00	_____	_____
B6. A Pattern for a Balanced Diet	1.00	_____	_____
 C. <u>Games and Simulations</u>			
C1. Nutrition Insurance (Rev. 10/1/72)	1.00	_____	_____
 D. <u>Reference Materials</u>			
D1. Inside Information	1.00	_____	_____
D2. Bibliography of Low Reading Level Material in Consumer Education (Available as back issue of ILLINOIS TEACHER, v. XV, No. 2)	1.00	_____	_____
D3. Nutritive Values of Common Foods in Percent of RDA	1.00	_____	_____
D4. Approximate Nutritive Values of Common Foods	1.00	_____	_____
		Total	_____
		Enclosed	_____

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*Valid 10/1/72 through 9/1/73

HE-17

1973 SUMMER SESSION COURSES FOR HOME ECONOMICS TEACHERS
at the University of Illinois--Urbana-Champaign

June 15 - July 14 (First Four Weeks)

VOTEC 459	WORKSHOP IN CURRICULUM DEVELOPMENT--CONSUMER EDUCATION Identification of relevant content for consumer education for secondary students and adults and development of innovative techniques to make it exciting and effective. Consultants from specialized fields will be invited to participate as needed.		
1 unit	9-12 T W Th F	Dr. Hazel T. Spitze	22 Education
H.EC. 323	RECENT ADVANCES IN FOODS AND NUTRITION		
2 hrs or $\frac{1}{2}$ unit	8-10 T W Th F	Dr. Esther Brown	144 Bevier Hall
H.EC. 375	HOME EQUIPMENT		
3 hrs or $\frac{1}{2}$ unit	9-12 T W Th F	Mrs. Jacqueline Anderson	166 Bevier Hall
H.EC. 410	PROBLEMS IN FAMILY LIVING		
1 unit	10-12 T W Th F	Mrs. Jean Peterson	

July 16 - August 13 (Second Four Weeks)

VOTEC 450	EVALUATION IN HOME ECONOMICS		
1 unit	10-12 T W Th F	Dr. Margaret Barkley	25 Education
VOTEC 459	CURRICULUM WORKSHOP IN HOME ECONOMICS OCCUPATIONS		
1 unit	9-12 T W Th F	Dr. Charlotte Farris	22 Education
H.EC. 379	PROBLEMS IN FAMILY AND CONSUMPTION ECONOMICS		
$\frac{1}{2}$ -1 unit	10-12 T W Th F	Dr. Hafstrom and Mrs. Schnittgrund	

June 15 - August 13 (Eight-Week Courses)

H.EC. 330	EXPERIMENTAL FOODS		
3/4-1 unit	Lec 1 T Th Lab 2 2-5 T Th or 1-4 W F		Bevier Hall
H.EC. 493	ADVANCED STUDIES IN HOME ECONOMICS		
$\frac{1}{2}$ -1 unit	Conference		Arrange

Several sections of the general education courses required for master's degrees are offered. Educational Psychology 311 and 312 are each offered on the four weeks as well as on the eight weeks basis. History and Philosophy of Education courses are typically eight weeks, but History and Philosophy 305 is offered the first four weeks.

RENEWAL REMINDER !!!!!!!!!!!

*Watch for a renewal reminder for Volume XVII
arriving in your mailbox soon*

Volume XVII will center on reaching the minorities in Home Economics

You won't want to miss a single issue!

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- slow readers*
- career education in home economics*
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